

## DOCUMENT RESUME

ED 347 007

RC 018 316

TITLE Visions: The Newsletter of the National Preschool Coordination Project, 1991.

INSTITUTION National Preschool Coordination Project, San Diego, CA.

SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE 91

NOTE 62p.

AVAILABLE FROM The National Preschool Coordination Project, 1527 West Lewis St., San Diego, CA 92103.

PUB TYPE Collected Works - Serials (022)

LANGUAGE English; Spanish

JOURNAL CIT Visions; v1 n1-5 1991

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS \*Bilingual Education; Information Sources; \*Learning Activities; \*Migrant Education; Migrant Programs; Newsletters; \*Parent Materials; \*Parent Participation; \*Preschool Education; Primary Education; Social Adjustment; Student Recruitment

## ABSTRACT

This document consists of all five issues of the first volume of a newsletter designed to provide information and resources to help preschool educators more effectively serve migrant children and their parents. The newsletter also provides migrant children and their parents with learning suggestions and activities. Each issue contains information on identification and recruitment of migrant students, Head Start programs, migrant health study, prenatal care, parent participation, cultural adjustment, language development and bilingual education, program delivery, health issues relevant to the migrant population, and suggestions for class activities. In addition, each issue provides learning activities covering a variety of subjects for parents to do with their children at home. All learning activities are presented in both English and Spanish as are the sections for parents called "Smart Start." Each issue contains numerous illustrations. (LP)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED347007

VISIONS: NEWSLETTER OF THE NATIONAL  
PRESCHOOL COORDINATION PROJECT

VOLUME 1 - 1991  
5 Issues

Migrant Education  
Interstate Coordination

RC018316

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Susan Morse

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to improve  
reproduction quality.

\* Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy.

BEST COPY AVAILABLE



# VISIONS

The Newsletter of the National Preschool Coordination Project • January 1991 • Vol. 1, Issue 1

## Identification and Recruitment (ID&R)

**Begin at the beginning.**

Before we can provide services, we must find the children. Improving identification and recruitment is one of the goals of the **Preschool Coordination Project**. Here are a few ID&R strategies:

- **Community ID&R:** Because preschoolers are not in school, recruiters must reach out into the community to find them. Recruiters may need flexible hours to visit housing, shopping areas, laundries, churches and social gathering places where migrants may be found.

- **Coordination with child-care programs:** Headstart, Migrant Headstart, other state, local, and private agencies may be providing childcare to eligible migrant preschoolers who have not been enrolled.

- **Sign up all children ages 0-21:** Migrant Education can provide services to children 0-21. If all children, ages 0-21 are signed up when found, they will automatically generate funding on their third birthday.

## Getting Ready?

- *Are migrant children ready for school?*
- *How do we prepare our preschoolers for kindergarten?*
- *Do they have the skills needed to be successful in kindergarten?*

Have we been agonizing over these issues without questioning the basic assumptions behind them?

***Must children prepare for the schools or should the schools be preparing for children?***

The National Association for the Education of Young Children advocates for developmentally appropriate curriculum for the primary grades. Ellen Gallinsky, 1990 President of NAEYC says "societal emphasis should not be on getting the children ready for school but on getting the school ready for the children...." Schools should improve kindergarten and elementary classrooms so that they teach the way children learn through real hands-on experiences. Migrant educators can help advocate for these changes.

Meanwhile, early childhood programs in the home or elsewhere should emphasize life experiences, experiential learning and large motor coordination. We must not merely export the schools into the homes. Home based educational programs must reinforce natural experiences that take place at home, and they must support the efforts of the parents.

Parents who become active in their child's education during the preschool years (and are made to feel competent to help) will be more likely to continue to be actively involved when their children enter the upper grades.

Migrant educators have two tasks: to promote more appropriate preschool and primary programs; and to help children learn through real hands-on experiences at home.

—Thanks to Ellen Galinsky's "From Our President," *Young Children*, September 1990



## Dear Migrant Educators:

The National Preschool Coordination Project, a Migrant Education Interstate Coordination grant began October 1 and will extend through September 30, 1991.

During this year we will provide you with six issues of the newsletter: *Visions*. You are encouraged to copy and disseminate this material. Please call or write us for more information or with ideas and suggestions of your own! We encourage submission of articles, art, photography, Letters to the Editor, as well as letters to "la Abuelita" (grandmother) or our doctor, Juan Marcos. We will try to acknowledge all submissions and we will print what we can. We hope this newsletter will serve two important functions:

- to provide information and resources to help you serve migrant children and their parents more effectively;
- to provide direct educational services to migrant children and their parents through the learning suggestions and activities provided in the newsletter.

We know that Migrant educators want to reach our youngest migrant children. Through this national newsletter we will try to find practical and affordable means to help our youngest children begin their educational careers with joy and success. We believe learning should be an exciting and enlightening experience. Young learners should be wide-eyed at the wonder of the world. We hope *Visions* will help you promote these qualities in migrant children.

It is a pleasure to be able to help you serve our very youngest migrant children.

.....Susan Morse

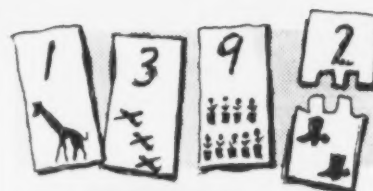
For further information or additional copies, please write or call:

National Preschool Coordination Project  
1527 West Lewis Street,  
San Diego CA 92103  
(619) 497-2116

A Migrant Education Interstate Coordination Project, funded by the U.S. Department of Education, Migrant Education, administered by the California State Department of Education, in cooperation with San Diego County Office of Education.

**Susan Morse, Director**  
**Patricia Burke, Staff**  
**Ann Miya, Graphic Artist**

The NPCP is funded to promote interstate coordination and cooperation in the provision of services to migrant children of preschool age.



## Definitions

### Head Start

Head Start, funded through the U.S. Health and Human Services Department, provides "comprehensive services including health, education and social services to more than 11 million children, and provides extensive involvement opportunities for parents and families. It has included parents in key roles as decision makers and as staff...It has provided critical leadership in bilingual/multicultural programming, parent education and the mainstreaming of children with special needs."\* Most of the Head Start programs are site based child care/preschool programs. (\**Young Children*, September 1990.)

### Migrant Head Start

Migrant Head Start is also funded through the U.S. Department of Health and Human Services to serve migrant children seasonally. More than 18,000 migrant children and families are served in 27 states. Six percent of the currently eligible children are currently served by Migrant Head Start.

(—from National Head Start Bulletin, 1-800 888-UMUC)

# SMART START



## A Successful Harvest?



When we harvest we know if the farmer has been successful. The crop is abundant and the fruit is delicious. Whether we work in the fields or at home, we usually know what we want to accomplish, be it a full bushel, a well pruned tree, a clean house or a good meal.

But how do we define success as parents? What do we want our children to be like when they become adults? What qualities will our children need to exhibit to make us feel that we have been good parents?

Dr. Bruno Bettelheim, author of A Good Enough Parent offers this definition of successful child rearing:

***As parents we want to raise children who will be pleased with the way they were raised, and satisfied with themselves.***

***We want them to be able to cope with life's many hardships because they feel secure.***

***We want our children to be capable of experiencing lasting, satisfying intimate relationships which give meaning to their lives.***

***We want our children to find meaning and satisfaction in work and to experience joy and pleasure, creativity and love.***



## The Importance of Fathers

In many cultures, mothers are considered to be responsible for the children, while fathers are the providers. Nevertheless fathers are important people to their children. They are important role models for boys and for girls. Fathers can provide love, understanding, affection, and encouragement. Fathers can relieve mothers and assure that there is always someone to listen.

### Some good ideas for fathers:

- Give time to your children when they ask for it.
- Do some special things together regularly.
- Show interest in what they are doing and help them.
- Be enthusiastic about their play. Try not to direct it.
- If a child wants to play a game with you, but changes all the rules, let him or her. Play along.
- Let your child be the boss, sometimes. Small children need opportunities to feel powerful. They know very well that they are small and cannot do many things.

## Playing, Living, Learning

Here are some things you can do with your children to help them learn and love learning. Try to make work fun and help your children enjoy being with you and helping you. Be sure to speak in your native tongue, or the language most comfortable for you.

Here is a song you can sing and play, it is like peek-a-boo for older children. Let them hide from you and sing to the tune of *Frere Jacques* or *Are you sleeping, brother John?*

Where is Sasha?

Where is Sasha?

I don't know

I don't know

Do you think she's hiding?

Do you think she's hiding?

Yes, I do ( or there she is!)

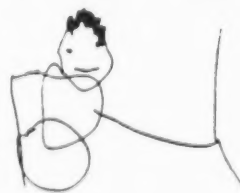
Yes, I do. (there she is!)

Make up songs, rhymes, and silly words. Change the words of a tune you know, substitute your name and situation.

Name things as you do them.

"Now we'll put in the flour, then the milk."

Or pretend you are a sports announcer describing what you are doing: "The mom puts the toast into the toaster, pushes the lever down and heads for the refrigerator to get the jam. Will it be strawberry? No, its grape..."



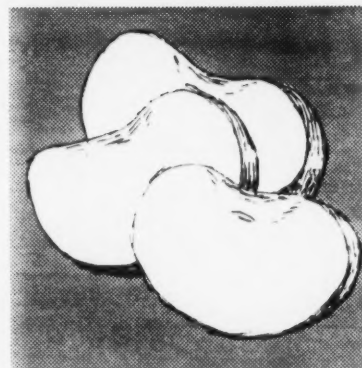
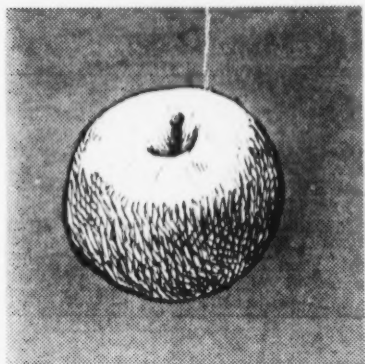


## PICTURE STORIES

Help your children read these picture stories.

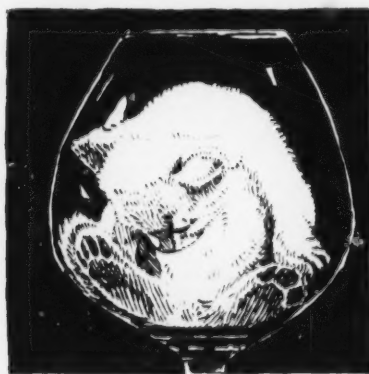
*Ayúdele a sus hijos a contar la historia de estos dibujos.*

---



What happened to the apple? What might happen next? Do you like apples? What other fruits do you like (see last page).

*¿Qué le pasó a la manzana? ¿Qué podría pasar? ¿Te gustan las manzanas? ¿Qué otra fruta te gusta? (hay más frutas en la última página)*



What is the kitten doing in each picture? Why do you think the kitten did that? What could have happened?

*¿Qué está haciendo el gatito en cada dibujo? ¿Porqué crees que el gatito lo hizo? ¿Qué otras cosas podrían haber pasado?*



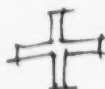
## CUENTOS

LET'S MAKE THEM TOGETHER:

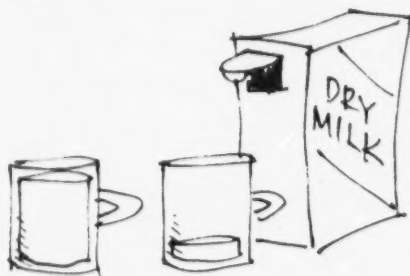
# NO- COOK COOKIES!

Preparemos  
Juntos:  
Galletas  
cocinadas sin  
horno

1 cup  
peanut  
butter / 1 taza de mantequilla  
de cacahuete



1/2 cup  
honey / 1/2 taza de miel



1 1/2 cups  
dry milk / 1 1/2 tazas de  
leche en polvo

jam or  
raisins / mermelada  
o pasas

Gather everything  
together on a clean  
tabletop.  
Wash your  
hands.

Pon todo sobre una  
mesa limpia. Lávate  
las manos.



DON'T forget  
a LARGE BOWL  
for mixing! / No te olvides  
de la vasija

- 1) Put peanut butter and honey in the bowl. Mix. Add dry milk and mix again.

Pon la mantequilla de cacahuete y la miel en la vasija. Mezcla todo, agrega leche en polvo y vuelve a mezclar



- 2) Squeeze, roll and pound the dough. When it is completely mixed, take small pieces and roll them into tiny balls.

Apreta y golpea la masa con tus manos hasta que todo se mezcle bien. Luego divídela en pedacitos y forma bolitas



- 3) Flatten the balls with your thumb.

Aplana las bolitas con tu dedo pulgar (gordo)



- 4) Put a spoonful of jam or raisins into the "thumbprint."

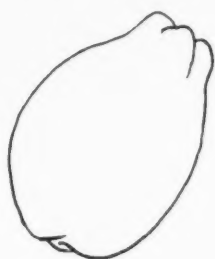
Pon una cucharada de mermelada o de pasas encima de la marca que dejó tu dedo "gordo".



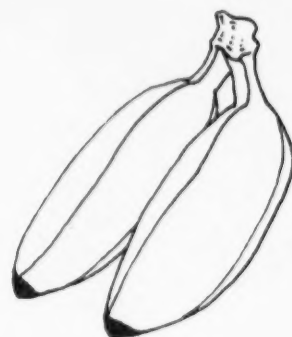
- 5) Let the cookies "set" for an hour or so - and then share them with friends and enjoy!

Deja que las galletas "descansen" por mas o menos una hora. Después compártelas con tus amigos y gózalas



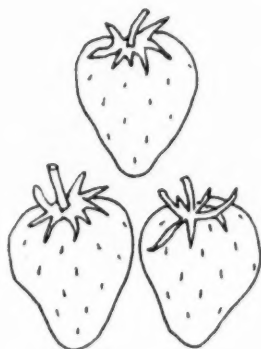


1

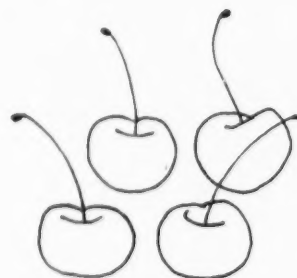


2

3



4



How many papayas, bananas, strawberries, cherries?  
What colors are they? Connect the numbers and fruits.

¿Cuánto hay de cada fruta: papayas, plátanos, fresas, y cerezas?  
¿De qué colores son? Haz una línea entre el número y la fruta.

# ¡FAMILISTOS!



## Una Cosecha Buena



Nosotros sabemos cuando tenemos una cosecha buena. Lo sabemos porque la cosecha es abundante y la fruta deliciosa. Ya sea trabajemos en los campos o en la casa, usualmente tenemos una idea de lo que queremos lograr, como cosechar un saco lleno de grano, o podar un árbol, o limpiar la casa o cocinar una buena cena. ¿Pero cómo definimos el éxito cuando somos padres? ¿Cómo queremos nosotros, los padres, que nuestros hijos sean cuando ellos lleguen a adultos? ¿Qué cualidades deberán tener nuestros muchachos para que nos hagan sentir de que hemos tenido éxito? El Dr. Bruno Bettelheim, autor del libro *Un Buen Padre es Suficiente* (A Good Enough Parent), escribe sobre la manera de tener éxito al criar a un hijo.

Como padres queremos dirigir a nuestros chicos de tal modo que ellos se sientan contentos de haber sido criados por nosotros.

Queremos que se sientan satisfechos consigo mismos.

Queremos que tengan el valor para enfrentar las dificultades de la vida, porque ellos se sienten seguros de sí.

Nosotros queremos que nuestros niños sean capaces de formar relaciones de amistad duraderas con otras personas, que le darán sentido a la vida.

Nosotros queremos que nuestros hijos le encuentren sentido y satisfacción al trabajo que desempeñan.

Queremos que vivan con alegría y gozo, creatividad y amor.



## La importancia del padre

En muchas culturas las madres son las responsables por el cuidado de sus hijos y los padres son los que proveen el diario vivir. Sin embargo los padres son muy importantes para los hijos. Ellos por su actitud y ejemplo son los mejores modelos para sus hijos e hijas. Los niños necesitan el amor, la confianza y el cariño del padre.

### Siguen varias sugerencias:

- Hagan actividades con sus hijos, tales como ir a caminar, hacer quehaceres, hacer deportes, comer o salir a jugar.
- Asegúrese de buscar ocasiones de estar con sus hijos de manera espontánea o cuando le pidan su atención.
- Demuestre interés por lo que hacen sus hijos y ayúdelos.
- Demuestre entusiasmo por sus juegos y trate de no dirigirlos durante el juego.
- Si su hijo quiere jugar con Ud. y cambia las reglas del juego, permítalo que lo haga y siga jugando.
- A veces permita que su hijo sea el jefe. Los niños necesitan la oportunidad de sentirse poderosos. Ellos saben bien que hay muchas cosas que no pueden hacer.

## Jugando, Viviendo, Aprendiendo

Una de las cosas más importantes que podemos enseñar a nuestros hijos es el goce de aprender. El desarrollo del lenguaje puede ser un juego divertido. La enseñanza del lenguaje debe ser parte de su vida diaria.

**Recuérdese de siempre hablar en su propio idioma.**

Aquí le presentamos una cancioncilla con la que Ud. puede cantar y jugar a las escondidas con su hijo. Déjelo que se esconda mientras Ud. canta con la melodía de Martinillo inventando lo que Ud. quiera.

Por ejemplo le puede cantar a su niño que él está escondido...

"Dónde estas *Pedro* ? (nombre de su hijo)

Dónde estas *Pedro*?

Yo no sé.

Yo no sé.

Creo que te escondes.

Creo que te escondes.

Sí, te veo

Sí, te veo.."

•Invente canciones, rimas y palabras bobas. Cambie las palabras de una melodía que Ud. conozca y substituya sus nombres y la situación.

•Describa lo que está haciendo, "Ahora echaremos la harina, y después la leche"...

•Ud. podría describir lo que está haciendo como si fuera un locutor de deporte: "Y ahora la mamá echa a calentar las tortillas en el sartén, pone en la mesa los platos con frijoles, vuelve al sartén y saca las tortillas."



...por Gregorio McKeon, 4 años

## Kindergarten Retention: Does an Extra Year Hurt?



*Holding students back, or grade retention, once a commonly accepted strategy..., is now under attack. New studies confirm (that)...at best retention is not effective and provides no benefit to students; at worst, retention is destructive to the academic and emotional growth of children, particularly minority and LEP children. —From Grade Retention, S. Morse.*

"The...1980s saw a rise in the number of children asked to repeat kindergarten. In (some) districts...as many as 50 percent (of kindergartners) were held back... An extra year before 1st grade is now (offered) in a variety of different forms: transition classrooms before 1st grade, developmental kindergarten before kindergarten, and straight repeating of kindergarten..."

"Controlled studies do not support the benefits claimed for extra-year programs, and... negative side effects occur just as they do for retention in later grades."

"In a review of 16 controlled studies on the effects of extra-year programs, the predominant finding is one of no difference (Shepard 1989). For example, compared... to unready children whose parents refused the extra-year, extra-year children performed no better academically despite being a year older for their grade. (There is also)... "no benefit" where children were selected (for) immaturity rather than for academic risk, and even where a special transition

curriculum was offered rather than repeating regular kindergarten. Extra-year children are more likely to have lower self-concepts and poorer attitudes toward school... (Shepard 1989).

Parent interviews reveal both short-term and long term distress associated with the retention decision such as teasing by peers, tears because friends are going on, and references, years later, like, 'If I had only been able..., I would be in 3rd grade now.' (Shepard and Smith 1989b)."

"... Ironically, retention and holding children out of school, intended to protect them from inappropriate expectations, actually contribute to the escalation of demands, thereby placing more and more children at risk. As kindergarten becomes populated with 6-year-olds who have had 3 years of preschool, teachers find it difficult to teach to the normal 5-year-olds in the class. We are seeing ... increasingly narrow academic demands in kindergarten and 1st grade. Long periods of seat work, work sheets, and "staying in the lines" are required of children, inconsistent with the normal development of 5- and 6-year olds.

The problem can only be solved with more developmentally appropriate curriculum in the early grades and reform of harmful instructional practices. Until this problem of kindergarten retention is addressed on a national scale, educators must deal with its (negative) consequences..."

—From *Educational Leadership*  
Shepard and Smith, May 1990, p 84-87

## GOOD IDEAS!

### Books in Bags



When parents ask "What can we do at home to help our child in school?" Sheila Monk, Kindergarten Teacher in Ft. Leonard Wood, Missouri answers READ, READ, and READ some more. We add, READ in your HOME language.

But migrant parents don't always have access to good literature in their own language. To give families access to good books, Sheila distributes books in plastic bags with a note

### Helping Parents ...

As Migrant Educators we want to be sure that our interventions in the lives of migrant families support the efforts of the parents to be "good enough" parents (see A Success Harvest? on page 1, *Smart Start*). We want to assure parents that they have everything they need to raise their children successfully. We want to give parents

confidence in their own resources, and in their own ability to make decisions. Let us be sure we encourage parents to value their own experiences as a source of learning, and to value their cultural heritage and the strengths that their culture has provided. And most important, let's value them.

asking that book and bag be returned. A simple check out system can be kept at the school site or in the cars of Migrant home visitors. Good books can be obtained at yard sales, as donations from book stores (it never hurts to ask), or

they can be borrowed from the local library. Encourage families to get library cards and tell them about local library services; encourage libraries to order books in the language of the migrant families.

--Sheila Monk shared her idea in *Young Children*, September 1990.



**National Preschool Coordination Project**  
1527 West Lewis Street  
San Diego CA 92103

\*\*Administered by: Migrant Education, California State Department of Education, 721 Capitol Mall, Sacramento CA 95814  
Tom Lugo, Director

\*\*In Cooperation with: San Diego County Office of Education, 6401 Linda Vista Road, San Diego CA 92111, Migrant Education, Region IX  
Sonia Duffod, Director



# VISIONS

The Newsletter of the National Preschool Coordination Project

Volume 1 • Issue 2

## Migrant Pre-K Health Study

The primary health problems, identified in a study of migrant preschool aged children were all related to nutrition. **Anemia, dental problems, and being overweight** were the three top health problems of migrant children identified in the pre-kindergarten health screening conducted in California Migrant Education Region 11, in the Pajaro Valley (Watsonville).

**Mary Ellen Good**, nurse and program specialist for **Dr. Paul Nava**, Regional Director, studied the health indicators of migrant preschoolers based on the district pre-kindergarten health screenings. Ms. Good's report, uses a standard and adjusted norm to identify serious and borderline health problems.

Her recommendations were: dental health education; development of culturally appropriate family nutrition curriculum, the identification of culturally acceptable and affordable foods that are high in iron and low in sugar and fats; consumer education; the importance of exercise and low weight; signs and symptoms of parasites and anemia. Parents should be involved in health service planning and coordination with community services.

## What ever happened to Maria?

*Maria Lara was born in the U.S. When she was three the family settled out of the migrant stream into a small rural community of few Hispanics. She attended a day care program in English. In elementary school the staff believed that she had aculturated well. She was pleasant and cheerful, but her grades were poor. At home she spoke to her parents in English; they responded in Spanish.*



*Recently Maria met "prince charming," a dropout, who had used drugs on occasion. Maria wished she could talk to her mother about her own early marriage, and about her childhood goal to be a teacher. But she couldn't begin to express her fears, desires and emotions to her mother in any language. One year later Maria is a dropout, and a single mother.*

**How did her early childhood affect Maria's future?** The failure of young children to develop fluency in the language that is spoken in their own home before entering school (and/or before beginning a second language) has now been shown in several studies to be at the root of social and academic failure.

Socially, the effect is that the family communication system is ruptured, cultural and social ties are broken and, in effect, the child is left without a family support system (1).

Academically, the failure of the child to develop the first language and with it, higher level thinking skills, limits continued learning at school and at home. Maria did not develop fluency in either language before she entered school. Within the group of youth at risk, those who have this *subtractive bilingual situation* are "potentially the most at risk academically." (2) *cont. p. 2*

### IN THIS ISSUE:

Developmentally Appropriate Practices

Reading at Home / *La Lectura en el hogar*

Culture Shock and Food / *El cambio cultural y la comida*

Activities for preschoolers / *Actividades en familia*

## Dear Migrant Educators:

We are pleased with the reception of *Visions*, the Preschool Coordination Project Newsletter. We have distributed more than 5,000 copies of the first issue, and are rapidly adding names to the mailing list and filling bulk orders.

The first meeting of our Interstate Coordination Committee (ICC) in January resulted in the identification of critical topics that the project, with the help of the committee, will address. In addition to the March meeting of the ICC in San Diego, there will be an all day Open Forum on Early Childhood Education on Sunday April 28, at the National Migrant Education Conference in Buffalo, N.Y.

Some of the issues to be covered are: academic versus developmentally appropriate programs; kindergarten entry criteria and retention; standards for effective programs; language of instruction; culturally appropriate curriculum and methods; model programs, home and site-based services and coordination with other programs and agencies.

Information packets on other issues are being prepared by NPCP. We are developing a selected bibliography which we hope will reflect the migrant perspective. And we still have the model program descriptions and evaluation component to work on.

Again we encourage you to provide us with comments, criticisms, and contributions for the newsletters or for the project itself. Thank you for your enthusiasm and support.

Sincerely,



Susan C. Morse

For further information or additional copies, please write or call:

National Preschool Coordination Project  
1527 West Lewis Street,  
San Diego CA 92103  
(619) 497-2116

A Migrant Education Interstate Coordination Project. Funded by the U.S. Department of Education, Migrant Education. Administered by the California State Department of Education, in cooperation with San Diego County Office of Education, 6401 Linda Vista Road, San Diego CA 92111

**Susan Morse, Director**  
**Patricia Burke, Staff**  
**Ann Miya, Graphic Artist**

The NPCP is funded to promote interstate coordination and cooperation in the provision of services to migrant children.

### from Maria p. 1

Many of our early childhood education programs are verbalizing that the parent is the child's first teacher. We must support the parents role by fostering family unity through the development of the child's first language.

Early childhood education programs that bring learning into the home, or those that are site-based, both must reinforce the language, culture and learnings that are taking place at home. This is essential for the child to maximize learning and strengthen identity within the family. It is essential for the parents that the educational system is validating their language and culture and their capability to parent.

Practical repercussions: We must find the resources to provide early childhood education in the home language. We are better off to hire mono-lingual home language speakers to work with parents and preschoolers than monolingual English speakers. A strong early childhood experience in the first language will prepare the child for a far more rapid transition into English than a subtractive bilingual environment that may cause irreparable damage for years to come.

(1) Muriel Saville Troike "Language and Cultural Development of LEP Students in Early Childhood Years" Elementary ESOL Education News, TESOL, Vol 10. No. 3. 1988.

(2) Press Brief, p.1 National Association of Bilingual Education (NABE) No-Cost Study, 1/4/91.

# SMART START

## *Reading at Home*

There are many ways that we, as parents, can help our children get ready to read.

Having things to read around the house encourages our children to read. The language doesn't matter! Magazines, newspapers, coloring books with or without words, and books of all kinds, contribute to the reading environment. Garage sales and swap meets are a great place to find inexpensive books.

We can "read" picture books with our children and make up stories as they look at the pictures. Together we can invent anything that may be related to the pictures. The same book can be "read" over and over. Young children do not tire of the familiar and they like repetition. We are teaching more than we realize, when we enjoy books with our children.

Good things happen when we read and talk to our children:

- Children develop their language including listening and speaking
- When we read books from left to right we are reinforcing the direction of print (move your finger from left to right when you read to your children).
- As we read our children learn that stories are sequential. They have order: a beginning, a middle and an end.
- Children observe that we derive knowledge and pleasure by reading.
- We are contributing to learning by simply relating our experiences (stories) in our own language.
- When we read together we communicate in a gentle and loving manner, our expectation that our child will learn to read.
- Once a child begins to read, the family can listen enthusiastically and discuss the reading in their own language.

---by Frank Ludovina



Begin talking to your child from infancy. Make sounds, call attention to sounds and connect them with objects and events. Talk to the child and explain activities as you perform them. Listen and encourage conversation with you. Answer questions patiently and as promptly as possible. Play listening games with your child. A good bedtime game is to listen quietly and identify as many sounds as possible - heartbeats, breathing, traffic. Listening attentively is essential in learning.

---from "52 Ways to Help your Child Learn" CA Teachers Association

## Culture Shock & Food

We all suffer various kinds of culture shock when we move from place to place and one culture to another, we lose sleep, we get anxious, we may even get sick. But we don't usually realize that there are also shifts in eating patterns as a result of moves that affect our nutrition. The most common health problems of migrant children may be caused by poor nutrition. They are dental problems, anemia and being overweight.

What happens to families from Mexico, for example? In rural Mexico the most common refreshment is the "agua," a "lemonade" made from almost any fruit. It includes sugar, water, the juice and much of the pulp of the fruit. Aguas are nutritious, delicious and inexpensive. In this country "aguas" are not available, so we use (nutritionless) Kool-Aid.

The "fast foods" of the Mexican pueblo consist of: fruits or vegetables on a stick with lemon juice, salt and hot pepper on

them; (so fresh and flavorful) steamed corn; soups (full of everything), tacos made with corn tortillas, fresh grilled meat, onions, cilantro, and other vegetables. Are you feeling hungry yet? Seafood snacks, steamed, boiled or eaten raw are served as cocktails or as ceviche (marinated). Since none of these things are available here, we must settle for greasy tacos, flour tortillas, chips, cokes, and, of course, hamburgers.

Also, in Mexico, many families have fruits and vegetables in backyard gardens. Here migrant women (the shoppers) are often stuck on the ranches or in the camps with no way get to markets where inexpensive fruits and vegetables might be found. Since familiar foods aren't available some of us just stick to the basic staples, without substituting new unknown fruits or vegetables. Thus, our family's nutrition suffers.

What might help? Education about nutrition at parent meetings, and an introduction to northern fruits and vegetables with ideas on delicious nutritious ways to eat them. The Cooperative Extension Services in your county can provide this training free. It's called EFNEP. It's in English and in Spanish. Ask for it!

### Get Down...

Do you relate to your children on their own level? Literally? Studies from Teacher Expectations, Student Achievement (TESA) indicate that children learn better when adults relate to them at their own level (eye to eye).

**So, get down!** Get a pillow, a low chair, or sit on the floor so you can listen, look, touch and share on their level.



# PICTURE STORIES

①



②



③



④



- CUT THE DRAWINGS / CORTA LOS DIBUJOS
- MIX THEM UP & / MEZCLA LOS Y CAMBIA  
CHANGE THE ORDER EL ORDEN
- MAKE UP NEW STORIES! / INVENTA NUEVOS CUENTOS!

CORTA LOS  
COMICOS  
DEL  
PERIODICO  
DEL  
DOMINGO Y  
HACE LO  
MISMO...



## CUENTOS

CUT UP THE  
SUNDAY FUNNIES  
SO THE SAME  
THING...

BEST COPY AVAILABLE

# RHYMES & POETRY:

## Abranlas, ciérranlas

Abranlas, ciérranlas,  
Abranlas, ciérranlas,  
(abra y cierre las manos)  
Pla, pla, pla, pla, pla.

Abranlas, ciérranlas  
Abranlas, ciérranlas  
Póganlas acá.

(cruce las manos en su regazo)



## HOKEY POKEY!

(group stands in a circle & sings)

You put one hand in  
You put one hand out  
You put one hand in  
& you shake it all about  
You do the HOKEY POKEY  
& you turn yourself around  
That's what it's all about -  
wey!

(other verses)

You put the other hand in ...  
You put one foot in ...  
You put the other foot in ...  
You put your head in ...  
You put your whole self in ...



## EL JINETE

Este es el juego del  
calentamiento  
Vamos a ver la orden  
del jinete  
Jinete: ¡a la carga!  
¡una mano!  
(todos levantarán una mano)

Este es el juego del  
calentamiento  
Vamos a ver la orden  
del jinete  
Jinete: ¡a la carga!  
¡la otra!  
(levantarán la otra)

Este es el juego del  
calentamiento  
Vamos a ver la orden  
del jinete  
Jinete: ¡a la carga!  
¡sentarse!  
(todos a sentarse)

(La orden irá variando cada  
vez. Pueden empezar  
levantando un pie, el otro,  
se hincarán, darán una  
vuelta, etcétera...)

## Open, Shut Them!

Open, shut them  
Open, shut them  
(open and close hands; repeat)  
Give a little clap!  
(clap hands)

Open, shut them  
Open, shut them  
Put them in your lap.  
(fold hands in lap)  
Creep them, crawl them  
Creep them, crawl them  
Right up to your chin...  
(make fingers climb up to your chin)  
Open wide your little  
mouth.

(open wide!)  
But do not let them in!  
say last line very fast, then  
clap your hand over your  
mouth)



## RIMAS & POESÍA

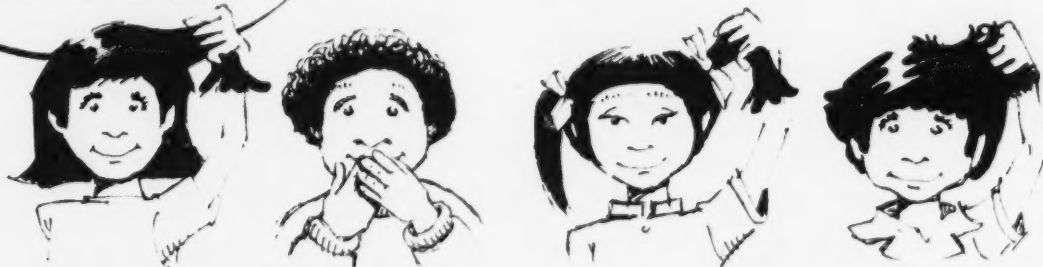
# SIMON SAYS:

POINT TO YOUR EYE :  
MUESTRAME EL OJO:



PULL YOUR HAIR :  
JALATE EL CABELLO:

¿CUAL NIÑO HACE ALGO DIFERENTE ?



COVER YOUR MOUTH :  
TAPATE LA BOCA :

WHICH CHILD IS DOING  
SOMETHING DIFFERENT ?



# SIMON DICE:

# ¡LISTOS!

## La lectura en el hogar

¿Cómo podemos nosotros los padres estimular el interés de nuestros niños en la lectura?

**El solo hecho de tener libros en casa estimula a los niños a leer.** ¡No importa en que idioma esten escritos estos materiales! Las revistas, los periódicos, los libros de colorear y toda clase de libros contribuyen a un ambiente de lectura. Usted puede comprar libros usados y baratos en algunos mercados (swap meets) o en ventas de garage.

**Podemos "leer" con nuestros niños libros ilustrados.** Mientras miramos juntos estos libros podemos contar o inventar historias sobre los dibujos. El mismo libro puede ser "leído" muchas veces ya que a los niños pequeños les gusta lo familiar y no se cansan de la repetición.

Nosotros enseñamos más de lo que creemos cuando gozamos juntos de la lectura.

Por ejemplo:

- Por medio de la lectura nuestros niños desarrollan el lenguaje, la habilidad para escuchar y para hablar.
- Al leer de izquierda a derecha estamos reforzando la manera que se debe leer - podemos apuntar con el dedo para mostrar la dirección de la lectura.
- Cuando les leemos a nuestros niños ellos están aprendiendo que las historias son hechos sucesivos y con un orden; el principio, el medio, y el final.
- Los niños observarán que nosotros aprendemos y gozamos al leer.
- A través de la repetición el niño aprende ideas y el lenguaje para expresarlos.
- Cuando relatamos historias de la familia en nuestro idioma los niños aprenden el lenguaje, la cultura y la sucesión de una historia.
- Al compartir la lectura comunicamos a nuestros niños de una manera suave y cariñosa nuestras expectativas de que ellos aprendan a leer.
- Cuando el niño empieza a leer, la familia podrá mostrarle su interés al escucharlo. Al platicar sobre el tema se desarrollarán las ideas y el vocabulario de los niños.



*-Ideas de "52 Maneras de ayudar a aprender a su hijo"  
por la asociación de maestras de California*

Convérsele a su niño aunque sea pequeñito. Enséñele a asociar ruidos con los objetos que lo producen. Mientras hace algo explíquele a su niño lo que está haciendo. Escúchelo y anímelo a conversar con Ud. Conteste a sus preguntas con paciencia y tan pronto como pueda. Juegue juegos que requieren escuchar. Por ejemplo cuando lo acueste a dormir, jueguen a escuchar e identificar ruidos-- el latido del corazón, la respiración, o el tráfico. Cuando escuchamos atentamente es cuando aprendemos mejor.

## La cultura y la comida

Todos sufrimos impactos cuando nos mudamos de lugar a lugar. A veces perdemos sueño, nos ponemos ansiosos, nos podemos enfermar. También con la mudanza cambiamos nuestra comida y la nutrición puede sufrir. Los problemas dentales, anemia y sobrepeso son problemas comunes entre las familias migratorias que tienen su raíz en la nutrición. Un ejemplo es el cambio en la comida de las familias que vienen de México. En México los refrescos más comunes son las "aguas" que son semejante a una "limonada" hecha de cualquier fruta. Estas incluyen azúcar, agua, el jugo y la mayor parte de la pulpa de la fruta. "Aguas" son nutritivas, deliciosas y baratas. En este país no se conocen las "aguas," compramos entonces Kool-Aid, una bebida que no es nutritiva.

Las "comidas rápidas" del pueblo mexicano consisten en: frutas o vegetales frescos a los cuales se les pone jugo de limón, sal y pimienta; (tan sabrosas y frescas); elote al vapor; sopas (llenas de todo); tacos de tortillas de maíz, carne asada, cebollas, cilantro, y otros vegetales.



Los bocadillos de pescado, al vapor, hervidos o crudos se sirven como cocteles o se sirven como ceviche (marinados). ¡Que rico! Ya que nada de esto existe aquí, tenemos que contentarnos con tacos grasientos, tortillas de harina, papas fritas, coca-colas y hamburguesas.

Hay que recordarse que en México, muchas familias tienen jardines para cultivar vegetales y frutas. Aquí las amas de casas migratorias, encargadas de comprar la comida, están aisladas en los ranchos o en los campos. No pueden ir al mercado en donde podrían encontrar los vegetales y frutas conocidos y baratos. Por eso, nos arreglamos solo con lo básico. No probamos los vegetales y frutas desconocidos. Es así como la nutrición de la familia empieza a decaer.

¿Qué podría ayudarnos? En las reuniones de padres se puede aprender sobre nutrición. Por ejemplo, que clases de frutas y vegetales hay en el norte, y como se pueden preparar nutritiva y deliciosamente. La Oficina de Extensión de Servicios Cooperativos en su condado puede proveerle clases de nutrición gratis. Este programa se llama EFNEP y se dan las clases en inglés y español. ¡Pídale!

### Ojo a ojo...

- ¿Cuándo usted conversa con los niños lo hace a la altura de ellos? Estudios indican que los niños aprenden mejor cuando los adultos se relacionan a la misma altura de ellos (ojo a ojo). ¡Por eso agáchese o siéntese en el suelo! Arrodílese en un cojín, o siéntese en una silla pequeña (que sea fuerte), o siéntese en el suelo para que usted pueda escuchar, mirar, tocar y compartir al nivel de los niños.

## Developmentally Appropriate Practices

"The National Association for the Education of Young Children (NAEYC) seems to be leading the efforts to determine standards for early childhood education," writes **Pamela Wrigley**, Migrant Educator and I.C.C. member from Virginia. The NAEYC document, Developmentally Appropriate Practice in Early Childhood Programs discusses 3 year olds, 4-5 year olds, transition and the primary grades.



by  
Whitney



por  
Alejandra

**Helen Nissani**, Preschool Specialist for Interface Network, Inc., has added *implications for Migrant learners* to the appropriate practices of NAEYC: (Her additions follow in italics)

- Teachers must be cognizant of the whole child: *Social, emotional, physical, cognitive and cultural elements of development must be integrated.*
- Children should be engaged in active play. *The use of native language in active play reinforces existing language building blocks, upon which the new language will be constructed.*
- The curriculum must be relevant, engaging and meaningful. *The Migrant child's home environment differs from the dominant culture. To promote a healthy self-concept and transition to a new culture, curriculum should reflect both the home and school culture.*
- Cooperative small group projects develop cognitive ability and promote peer interaction. *Anti-bias curriculum can help. Acceptance and caring must be modeled; cross-cultural sharing can promote mutual acceptance.*
- Children need the skills valued by the culture, including skills leading to reading, writing, calculating. *A child's native language should also be valued as an additional special skill, not a burden or deficit.*

Developmentally appropriate activities in the preschool years foster success, confidence, joy in learning and a strong base for future learning.

### ID&R *Do values affect recruitment practices?*

Some recruiters feel that it is "unfair" to recruit children that may not be served. But Migrant children cannot be served if they are not found and enrolled. The law does not require that we serve all children. We are asked to enroll all eligible children and then to serve them according to the greatest need. If we make the judgement that we will not enroll children because we cannot serve them, we limit the funding with which to serve the most needy, and eliminate the option of serving the child should needs and circumstances change.

Now Migrant programs can provide one service to all preschool aged children and their families through the newsletter *Smart Start/ Listos* provided by the National Preschool Coordination Project (NPCP). The two pages enclosed in *Visions*, are for for parents and children. They provide families of preschoolers with information on parenting as well as activity pages to do with their children. You can disseminate *Smart Start/ Listos* to parents directly, by request that the NPCP provide direct mailing of the parent section of the newsletter to your preschooler families. We suggest that recruiters carry extra copies of *Smart Start/Listos* to give to parents when recruiting.

## Additional Interstate Resources

The National Preschool Coordination Project is one of several programs funded by U.S.D.E. Migrant Education 1203 grants to promote interstate coordination and cooperation. The following are also available, to serve you:

There are three program coordination centers one in each stream, to provide training and coordination among Migrant Education Programs —

- 1) **Western Stream Program Coordination Center** - Interface Network, Inc., Beaverton, Oregon 1-800-234-4330, Nelda Simms, Director
- 2) **Central Stream Program Coordination Center** - Texas A & I Kingsville, Texas, 1-800-338-4118. Victor Benavides, Director.
- 3) **Eastern Stream Program Development Center** - ESCORT, Oneonta, New York, 1-800-451-8058. Robert Levy, Director.

Additional interstate projects are:

- 4) **PRIME - Parental Resource in Migrant Education**, Geneseo, New York, 1-800-245-5681. Robert Lynch, Director.

Also at this site is the **Migrant Dropout Reconnection Program** which provides the bilingual newsletter, REAL TALK and career sheets for migrant dropouts, the Mattera Scholarship Fund, and also facilitates the GRASP (GED) home study program

- 5) **SPARCC - Summer Program Project** in Cortland, New York, (607) 753-4706. Barbara Wyman, Director.

FOR ADDITIONAL INFORMATION OR COPIES OF VISIONS, PLEASE WRITE OR CALL THE NATIONAL PRESCHOOL COORDINATION PROJECT OFFICE AT (619) 497-2116



**National Preschool Coordination Project**

1527 West Lewis Street  
San Diego, CA 92103

BULK RATE  
U.S. POSTAGE  
PAID  
SAN DIEGO, CA  
PERMIT NO. 2634

Administered by: Office of Migrant Education, California State Department of Education, 721 Capitol Mall, Sacramento CA 95814  
Thomas Lugo, Director

In Cooperation with: San Diego County Office of Education, 6401 Linda Vista Road, San Diego CA 92111, Migrant Education, Region IX  
Sonia Duffo, Director



# VISIONS

The Newsletter of the National Preschool Coordination Project

Volume 1 • Issue 3

## Young Children with Special Needs

*The Interstate Coordination Committee identified Special Education as a "burning issue" in early childhood education. Some of the ideas and concerns the committee shared, were:*

Many of the special needs that we see in early childhood education can be addressed and resolved if they are identified early, for this reason finding and providing appropriate services are very important. Some problems are:

- Parents may not be aware of their rights to special services
- Families may be reluctant to recognize the child's special needs.
- The assessment process may take so long the child never receives services before migrating again.
- Many programs operate during the school year and are unavailable during migrant residency.
- Some programs base their funding on December attendance and thus receive no

-- continued on page 4

### IN THIS ISSUE

Family Math  
Gender Bias  
Math Tips  
Resourcefulness  
Actividades en familia  
Home activities

## Going Home

Many promising programs for preschoolers are taking place in the homes of migrant families. Home-based programs can begin a pattern of parent involvement that may be a key to success throughout the child's school career.

Home-based programs are "revolutionary" in their extension of Migrant Education services beyond the school day and the school site. These supplemental programs offer parenting, health and safety information, learning activities, family literacy, and advocacy skills. They help end the isolation that many migrant families experience and address needs that often cannot be addressed by the schools.

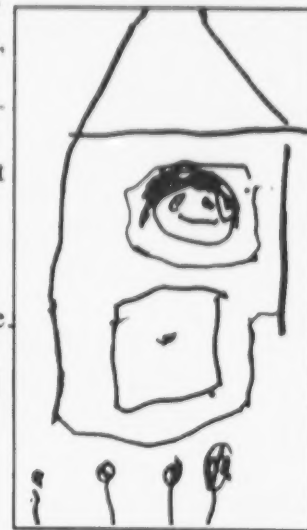
### Caution: Proceed with Care

When we go home, we leave the school culture and enter a family's home. We must be sure that we communicate our respect for the values, traditions and culture of the home and for the parents' role as nurturers and guardians of their children. Some possible pitfalls:

- **Language** Encouraging non-English speaking parents and children to try to communicate with one another in English may result in the decline of their communication with one another.

The NABE No-Cost survey analyzed at U.C. Berkeley indicates that early childhood education programs provided in English to non-English speakers may cause communication breakdown among family members, as well as poor English language development. The resulting dysfunctional families cannot communicate to maintain family support or to resolve stressful situations. Their children become high risk youth. Whenever possible, programs should be offered in the home language. Staff should use and value the home language, and communication among family members should be always in their strongest language.

- **Culture** When programs do not support the culture of the home the result is loss of self-esteem affecting school success.



---continued on page 3 Visions

## Dear Migrant Educators:

The Project's Interstate Coordination Committee held its third meeting, a forum on Early Childhood Education, on May 26, preceding the National Migrant Conference in New York. Participants from 10 states included migrant educators, health providers, a community mental health specialist, a Migrant Head Start director and our USDE consultant, Sandra Bryant.

Four model programs were shared: Anita Lewis from Illinois discussed the Early Prevention of School Failure Program which has received recognition from the National Diffusion Network. Pat Ward from New York shared the First Teacher Program and Maxine Bigler from California shared adaptations of the model.

We reviewed and discussed the "burning issues": Identification and Recruitment, Developmentally and Culturally Appropriate Practices, Kindergarten Retention and Language of Instruction. New research on language shared by the I.C.C. members, emphasized the importance of providing instruction in the home language to preschoolers and their families.

We discussed coordination concluding that more interagency coordination was needed and interstate coordination was productive. We needed more opportunities for open forum discussions similar to those facilitated by the project.

The enthusiasm of this hard working group was impressive. The most frequent comment on their evaluations of the all day Sunday meeting was: "Need more time!"

Once again Migrant Educators (and health providers, too) have proven themselves to be a talented and committed group!

*Susan Morse*

For further information or additional copies, please write or call:

**National Preschool Coordination Project**  
1527 West Lewis Street,  
San Diego CA 92103  
(619) 497-2116

A Migrant Education Interstate Coordination Project. Funded by the U.S. Department of Education, Migrant Education. Administered by the California State Department of Education, in cooperation with San Diego County Office of Education, 6401 Linda Vista Road, San Diego CA 92111

**Susan Morse, Director**  
**Patricia Burke, Staff**  
**Ann Miya, Graphic Artist**

The NPCP is funded to promote interstate coordination and cooperation in the provision of services to migrant children.

## Gender Bias

*"I loved math in Kindergarten..."*

In the primary grades, boys and girls are roughly equal in mathematical ability. However, by sixth grade, boys receive better scores in math. This difference in ability widens in high school.

Research by TESA (Teacher Expectations and Student Achievement) and GESA (Gender Expectations and Student Achievement) documents that females achieve less in subjects such as math and science due largely to societal pressure, including teachers' expectations of their students.

Studies indicated that there is a distinct difference in how teachers treat each sex when teaching math. Girls receive praise and feedback for low-level math responses while boys do not. Low-level math includes calculations, rote memorization and easy problem solving. Boys, instead, are more often asked high-level math questions involving understanding and application. Teachers perceive boys as more capable in math, allowing them more time to answer questions and providing strategies for solving the problem. Teachers give girls less time to answer questions, and either tell them the answer or move on to a new student if a wrong answer is given.

Since teachers do not consciously realize that their expectations and behavior are gender biased, GESA offers training to change teachers' expectations and behaviors. Early childhood educators can consciously develop and promote interest in math before societal bias has an effect. With a little encouragement everyone can be a math whizz. -by Davinderjeet Sidhu.

Ms. Sidhu is a Senior majoring in Gender History at U.C. Berkeley

# SMART START

## DEVELOPING RESOURCEFULNESS

A resourceful child is one who learns over the years to stand on his own two feet. He will find life smoother because he will be able to cope with the world as he finds it, or seek out constructive, new solutions.

Children prize the quality of resourcefulness in themselves. When we hear a child say, "I want to do it myself!"... "Let me!" ... We should respect these demands (except, of course, when danger threatens the child or those about them).

How can we help a child become resourceful? Here are some suggestions:

- **Don't underestimate your child's ability.** Most homes have many kinds of tools which children can use. For example, a 4-year old can use a sponge or a dust cloth; the 5-year old can handle a hammer and saw with adult supervision; the 6-year old can operate simple camera.

- **Children grow in resourcefulness when given the opportunity to see the world around them.** Give your children varied experiences — riding in a car, a truck, a bus, a tractor, a train, a boat, an elevator, a subway, an escalator. Take them on special trips to nearby stores, parks or playground, the library, the post office, firehouse, zoo, a pet shop or farm (or

safe areas to explore).

- **Encourage your child to ask questions.** The child who asks questions has a valuable tool for self-confidence and independence.

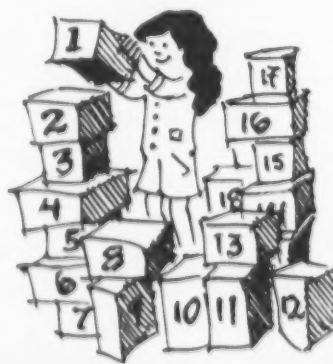
- **Let your child speak for himself.** When the dentist, the doctor, the storekeeper, or the teacher speak to your child, let your child give his own reply.

- **Allow your child to run any errand he possibly can.** Let him do things such as carry a message to a next-door neighbor, mail a letter or pick up the mail, and get the newspaper.

Your goal as parents should be to give your child enough help to make him feel comfortable. If you give him the chance to do things when he's ready, your child can get a real thrill - a sense of being resourceful, capable, and increasingly able to cope on his own with life's many challenges.

—from *Child Development in the Home*, U.S.

Department of Health and Human Services



## Encouraging Learning at Home

- **Let your children know that you believe they can succeed.** Let them see you enjoying activities (like mathematics) Children tend to emulate their parents.
- **Be more concerned with the processes than the results.** Finding the answer to any particular problem is satisfying, but knowing how to find the answer is a lifetime skill.
- **Try not to tell children how to solve the problem.** Once they have been told how to do it, thinking usually stops. Better to ask them questions about the problem and help them find their own methods of working it through.
- **Practice estimation or prediction with your children whenever possible.** Estimating or predicting helps the thinking about a problem that precedes the doing, and is one of the most useful and "sense-making" learning tools available.

---from *Family Math*.

Stenmark, Thompson and Cossey, 1987.

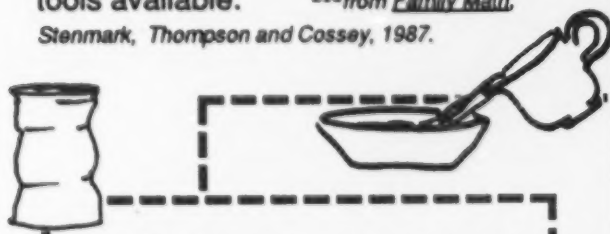


### Capacity & Volume

Children should have many experiences with volume, comparing, and measuring. Opportunities for this kind of activity are sometimes limited at school, so it is important to provide them at home. Do the activities out in the back yard, in the bathtub, or at the kitchen sink.

- Help your child fill a small container with water. Then have him or her pour the water into different-shaped containers and observe what happens.
- Talk about how the water looked in the various containers, without being formal about measurement. Experiences of this kind develop intuitive understanding of volume, a prerequisite for formal understanding.
- Repeat this activity using sand, rice, or beans.

---from *Family Math*,  
Stenmark, Thompson and  
Cossey, 1987.



### Family Math Activities:

#### Size

- Choose 5 tin cans, jars, bottles or books
- Put them in order by size from large to small
- Speak with your child about the difference in sizes
- Do you agree which is largest or tallest?
- You can also measure the height of family members



I can do it myself

Puedo hacerlo por mi mismo

Reading and drawing should always be fun. Don't be afraid to do it you own way.  
Drawing and scribble are great beginnings.

*El leer y dibujar siempre deben ser divertidos. No tengas miedo de hacer lo que te gusta. Los dibujos y el pretender a escribir son buenas maneras de aprender.*

MY STORY

SOBRE MI



# MY BODY HELPS ME COUNT! ¡MI CUERPO ME AYUDA A CONTAR!

How many heads do you have?

¿cuántas cabezas tienes?

1

1-2-3  
6-7-8  
9-10

4/5

How many eyes do you have?

¿cuántos ojos tienes?

¿cuánto mides de alto?  
¿cuántos mides de ancho?

How tall are you?  
How wide are you?

4

10

$$\begin{array}{r} 1 \\ 2 \\ 3 \\ 4 \\ 5 \\ + 1 \\ 2 \\ 3 \\ 4 \\ 5 \\ = 10 \end{array}$$

1 2 3 4 5 6 7 8 9 10

3

8

4

9

5

NUMEROS NOS AYUDAN A CONTAR. NUMEROS NOS AYUDAN A MEDIR...  
NUMBERS HELP US COUNT... NUMBERS HELP US MEASURE...

2

De qué tamaño son tus pies?

How big are your feet?

usa esto para medir pulgadas...

use this to measure inches...

De qué tamaño es tu mano?

How big is your hand?

¿cuántas narices tienes?

How many noses do you have?

use this to measure centimeters...

usa esto para medir centímetros...

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12

# SAIL AWAY



A NAVEGAR

A triangle is a shape that has three sides.

Point to the sails shaped like triangles.

Can you find any other triangles?

What other shapes do you see in the picture?

Un triángulo es una forma que tiene tres lados.

Señala las velas que tienen forma de triángulo.



¿Puedes encontrar otros triángulos?

¿Qué otras formas puedes ver en este cuadro?

from Sesame Street Magazine, July/August 1991. \$15 a year, 10 issues- P.O.Box 55518, Boulder, Colorado 80322-5518.

de la Revista Sesame Street, julio/agosto de 1991. \$15 por año-P.O. Box 55518, Boulder, Colorado 80322-5518.

# ¡LISTOS!

## DESARROLLANDO RECURSOS

Un niño ingenioso es aquel niño que a través de los años sabe valerse por sí mismo. Su vida será más fácil porque sabrá arreglárselas en la vida al encontrar soluciones constructivas.

Los mismos niños aprecian sus propias habilidades. Cuando un niño dice, "¡Yo quiero hacerlo!"... "¡Déjame hacerlo!", debemos respetar esas exigencias (siempre que no se exponga al peligro). ¿Cómo podríamos ayudar al niño para que aprenda a valerse por sí mismo? Siguen algunas sugerencias:

- **No subestime las habilidades de su niño.** La mayoría de los hogares tienen herramientas que los niños pueden usar. Por ejemplo, el niño de 4 años de edad puede manejar una esponja o un paño de sacudir; el de 5 años de edad puede usar el martillo o el serrucho siempre que sea vigilado por un adulto; el de 6 años puede operar una cámara fotográfica sencilla.

- **Las habilidades de los niños aumentan cuando se les da la oportunidad de explorar el mundo que les rodea.** Dele a sus niños experiencias variadas—paseos en auto, en camión, en tractor, en tren, en ascensor, en bote, en escaleras eléctricas. Llévelo en viajes especiales al parques de juegos, a la biblioteca, al correo, al zoológico (o llévelo a explorar cualquier lugar seguro).

- **Anime a sus niños a hacer pregun-**

**tas.** El niño que hace preguntas tiene una herramienta valiosa para su autoconfianza e independencia.

- **Deje responder a su niño cuando le hablan.** Cuando el médico, dentista, almacenero, o el maestro le hablan a su niño, déjelo contestar.

- **Dele oportunidad de hacer mandados.** Permítalo llevar mensajes al vecino, llevar o buscar cartas al correo, o ir a buscar el periódico.

Su meta como padre debería de ser ayudar a su niño lo suficiente como para hacerlo sentirse cómodo. Cuando Ud. le dé oportunidad de hacer cosas cuando él esté listo verá como lo goza—es la oportunidad para que el niño se sienta capaz de enfrentarse independientemente a los desafíos de la vida

—*Desarrollo del Niño en el Hogar*- Departamento de Salud y Recursos Humanos de los Estados Unidos



## Como dar apoyo al aprendizaje en el hogar

- **Los niños deben estar conscientes de que Ud. cree que ellos son capaces de lograr el éxito (en las matemáticas y todo)** Permita que ellos le observen disfrutando de las actividades y gustando de aprender. Los niños tienden a competir con sus padres.
  - **Interése más por los procesos que en la obtención de los resultados correctos.** La contestación a un problema específico es importante, pero saber cómo resolver un problema es una destreza para toda la vida.
  - **Trate de no decir a los niños cómo resolver un problema.** Si indica al niño como resolver un problema, el proceso de pensar se suele detener. Es mejor preguntar a los niños sobre el problema y ayudarles a encontrar sus propios métodos para llegar a la resolución.
  - **Practique con los niños la estimación siempre que lo sea posible.** De estimar o adivinar es el pensamiento que precede la resolución de problemas y es uno de los recursos más útiles y sensatos que podemos tener.
- Matemática para la Familia, escrito por Stenmark, Thompson y Cossey 1987.*

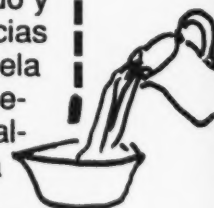


### Capacidad y volumen

Es necesario que los niños experimenten con volumen, comparando y midiendo. Como estas experiencias son un tanto limitadas en la escuela es importante que las proporcionemos en el hogar. Es divertido realizar las actividades en el patio, la bañera o el fregadero.

- Ayude a su niño a llenar con agua un envase pequeño. Luego pídale que vacíe el agua en envases de diferentes formas y que observe que pasa. Háblale sobre la apariencia del agua en los diferentes envases y no trate de ser formal cuando hable de medidas. Las experiencias de este tipo desarrollan una comprensión intuitiva sobre lo que es volumen, lo cual es un requisito para entender lo

que es la noción de volumen y capacidad. • Repita esta actividad usando arena, arroz o frijoles.



### Matemática para la Familia

#### Tamaño

- Escoge 5 botes, jarras, botellas o libros
- Ponlos en orden de tamaño-de chico a grande
- Habla con tu hijo de la diferencia de tamaños
- Están de acuerdo en cuál es más alto o más grande?
- También pueden medir a la familia

*Matemática para la Familia, escrito por Stenmark, Thompson y Cossey, 1987*



**Going Home** , continued from page 1

In our enthusiasm to educate them in mainstream culture, we may forget that migrant families bring a rich culture of their own. The drive for American cultural literacy may exclude the broader mosaic of world literacy. When new values or goals are introduced, families must feel that they have the choice to accept or reject them.

• **Values** - *Inappropriate expectations of parents, may result in avoidance of us, rather than the fostering of a more supportive family environment for the child.*

When we ask parents to perform school-like activities with their children at home we impose our priorities on them. These activities do not directly correlate with increased literacy development. Inclusion of children in a wide range of family activities (going places together, talking to adults, and parent involvement with the school) does, however correlate with school success.

• **Confusion of Roles** - *The phrase "the parent is the child's first teacher" effectively communicates the idea that parents are the most important people in the lives of children. However parents are not school-teachers.*

In Spanish, the distinction is clearer. Parents must "educate" their children, which means that they must bring them up properly (la buena educación). Teachers (maestros) are masters of skills and knowledge which they teach in school.



Although parents are essential to bringing up children well, the burden of formal education still lies with the school system. Asking parents to be teachers may result in frustration and impatience among parents who don't feel adequate to "teach".

Parents are far better at seizing the "teachable moment" to show children how to bake a cake, plant a seed, write a letter, buy something, or help others. In this role parents serve as facilitators promoting the opportunity for learning.

• **Parent Education** - *Are we saying, "Since you have nothing to offer your children, we will teach you something to teach to them?"* Parent education should not be required in order for the child to receive services. It must strengthen rather than diminish the role of the parent in the family. We should value the parents' abilities, and try to address their needs.

**Going home** provides an excellent opportunity for Migrant programs to identify the needs of migrant families and to provide referrals and appropriate educational services. Migrant Education is a leader in new and effective educational strategies. Let's be sure that once again, we are offering the best.—data from Elsa Auerbach, "Toward a Social-Contextual Approach to Family Literacy", *Harvard Educational Review*, May 1989

1

2 3  
4 5  
6**I ♥ Math**

The Family Math Program helps parents and children develop a love for math. The program requires that families talk to and help each other while enjoying math games. The material, for children from preschool through 8th grade, includes geometry, probability and statistics, measurement, estimation, use of calculators, computers, logical thinking, and careers.

Lessons, in English and Spanish, describe the activities and ideas for extending or adapting them. Materials needed can be found at home. Family Math provides a wonderful opportunity for parents to help their children prepare for the future.

—by Rafael Hernandez, Migrant Education Specialist, From *Family Math*, Lawrence Hall of Science, University of California, Berkeley, CA 94720 ... more in Smart Start Lists

7  
8  
9  
10  
11

continued from Special Needs, page 1  
funding for later arrivals.

- Few programs have a staff with expertise in the appropriate culture and language, early childhood education, and special education.

Some solutions to these problems may be:

To provide training to parents and staff on:

- 1- Identification of children with special needs,
- 2- The rights of special needs children,
- 3- Services available to special needs children,

4- Methods to assist these children.

To increase coordination and communication:

- 1- Use MSRTS and other means to share information among Migrant programs about preschool aged special needs children,

- 2- Coordinate among agencies to identify gaps in service and provide the most appropriate programs,

Whenever Migrant educators coordinate with Special Educators everyone profits, especially the children.



from Ser Padres Magazine, bi-monthly, \$6.00/ year 685 3rd Ave. 30th Floor, New York, NY 10017

FOR ADDITIONAL INFORMATION OR COPIES OF *VISIONS*, PLEASE WRITE, OR CALL  
THE NATIONAL PRESCHOOL COORDINATION PROJECT OFFICE AT (619) 497-2116



National Preschool Coordination Project

1527 West Lewis Street  
San Diego, CA 92103

BULK RATE  
U.S. POSTAGE  
PAID  
SAN DIEGO, CA  
PERMIT NO. 2634

Administered by: Office of Migrant Education, California State Department of Education, 721 Capitol Mall, Sacramento CA 95814

Thomas Lugo, Director

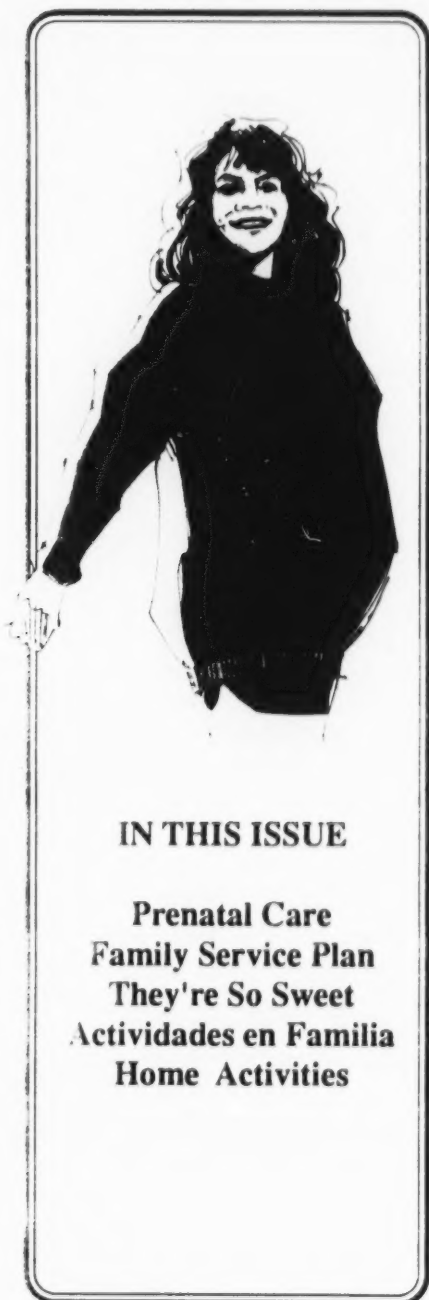
In Cooperation with: San Diego County Office of Education, 6401 Linda Vista Road, San Diego CA 92111, Migrant Education, Region IX

Sonia Duffo, Director



# VISIONS

THE NEWSLETTER OF THE PRESCHOOL COORDINATION PROJECT VOLUME I • ISSUE 4



## IN THIS ISSUE

**Prenatal Care  
Family Service Plan  
They're So Sweet  
Actividades en Familia  
Home Activities**

## TESTING

No one looks forward to a test, and many of us leave the test room frustrated by the sense that the device did not assess our knowledge, expertise or skills. Testing of very young children is also controversial.

- *Should a child be excluded from attending kindergarten based on a readiness test?*
- *Should selection for assistance be based on testing?*
- *Does testing help teachers teach appropriately, or is it more likely to negatively affect teachers expectations?*
- *Does inappropriate testing lead to inappropriate curriculum?*

National attention is now focused on early childhood education. Educators hope that this attention will be accompanied by increased funding and more effective programs. In some cases funding has already increased. Many educators wonder if quality will accompany quantity?

For example, Chapter 1 will receive increased funding to extend services to preschool children. Chapter 1, a 25 year old program, was designed as an intervention strategy to serve students in late primary and intermediate elementary grades.

The methods are based on remediation of basic skills, and the system for identification of eligible students is based on standardized test scores. Is this method of testing of preschool and primary aged children appropriate?

"After two decades of expanded use of standardized norm-referenced tests with younger and younger children, many states are now rethinking assessment programs." The problem is that cognitive skills are the easiest to test, so they become the focus of learning programs despite the other developmental needs of this age group.

The National Association of Elementary School Principals has issued standards for developmentally appropriate public preschool programs in an effort to counteract the trend toward pushing academic programs on younger children.

They recommend "Children should be assessed and measured by observation, not tested for success or failure."

"There is wide agreement that young children benefit from learning environments which involve them actively, provide

Continued on page 4

## Dear Migrant Educator:

*Excerpts from a letter sent from Washington State...*

Dear Susan...

...Participation on your committee has given our agency's Early Childhood Coordinator a special grounding in the issues specific to young migrant families and their children. This, in turn, has led to her being a strong advocate for quality community services that support these children and families responsibly and sensibly.

Also, the Project's newsletter "Visions" has served multiple positive functions. It has been a ready resource used by pre-schools for teachers of young migrant children and for sharing with parents. It has brought the commonality of Migrant Chapter 1 goals with those of Migrant Head Start into visibility, and has served as bridge for discussions at the community level in several areas of our state. School districts and early childhood education agencies have responded enthusiastically to the quality of the materials and have shared them with their staff serving high risk and special needs preschoolers who come from English and from Spanish speaking families.

Finally, your position papers on best practices in early childhood education have been a major benefit to my work as I seek to improve and stabilize our state's migrant preschool programs in their attempts to provide quality programs.

Thank you for all your efforts, "vision", and products.

Sharon Huck, Supervisor  
Chapter 1-Migrant

*Thank you, Sharon*

*Susan C. Morse*

For further information or additional copies, please write or call:

National Preschool Coordination  
Project

1527 West Lewis Street,  
San Diego CA 92103  
(619) 497-2116

A Migrant Education Interstate Coordination Project. Funded by the U.S. Department of Education, Migrant Education. Administered by the California State Department of Education, in cooperation with San Diego County Office of Education, 6401 Linda Vista Rd., San Diego, CA 92111

Susan Morse, Director  
Patricia Burke, Staff  
Ann Miya, Graphic Artist

The NPCP is funded to promote interstate coordination and cooperation in the provision of services to migrant children.

## Family Services Plan

Special Education programs have developed a new service model that migrant educators may want to borrow.

The **Individual Family Service Plan** is a process for planning and providing services to special needs children. The family and a Family Resources Coordinator team together to identify the needs of the child and the concerns and priorities of the family.

The resources needed to address these needs are identified. The team can outline goals and objectives and a plan for future services. This informs and empowers the parent and promotes continuity in services.

Services may include school programs, child care enrichment, health, and family services. The provider recognizes that services will not be effective if they do not address the concerns of the parents and elicit their participation.

The same family centered model may be appropriate for migrant families. Interventions such as academic assistance, teacher training, advocacy, access to services, identifying child care needs, parenting, and the fostering of home-school communication can be developed as a natural outgrowth of communication with the family.

This approach could simultaneously simplify and enrich our services.

--Thanks to Mary Carr, Washington State ICC member for information on the Family Service Model.

# ¡LISTOS!

## SU ESCUELA

El empezar a ir a la escuela es un gran cambio tanto para los padres como para los hijos. Nuestros hijos irán a lugares y harán cosas (sin nosotros!) que no habían hecho antes. Como padres deberíamos enterarnos de quien los cuidará y a donde irán.

Debemos ser valientes y visitar la escuela y las salas de clases, para asegurarnos de que la escuela es un buen lugar para nuestros niños.

### Como visitar la escuela

- Llame para hacer una cita. Si se necesita, pide para alguien que hable Español. Si no hay, pide la ayuda de personal del programa migratorio. Sin o con ayuda, es muy importante hacer una visita a la escuela. Su presencia, y su interés no necesitan traducción. Su visita va a dar un impresión positiva al personal de la escuela.

- Si no puede llamar antes de la visita, vaya y explíqueles de que Ud. es padre, y que quiere visitar la sala de clase de su(s) niño(s). Fíjese en el aspecto y ambiente de la escuela. ¿Se ve la escuela bien tenida? ¿Hay armonía entre el personal y buen trato hacia los niños? Si no, Ud. podría juntarse con otros padres en un comité de padres para ayudar y mejorar a la escuela.

### Cómo observar una clase

Quédese por lo menos media hora en la sala de clase. ¿Qué impresión obtiene? ¿Cree que da miedo o que es divertida? Se están llevando a cabo diferentes actividades. Se le debería dejar a los niños hasta de 8

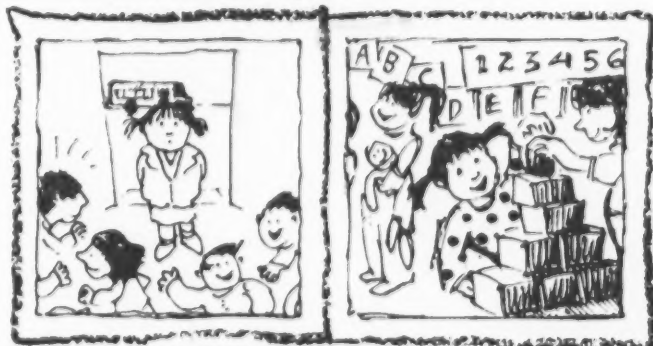
años moverse con libertad dentro de la sala de clases.

¿De qué manera se dirige la maestra a los niños? Cuente las veces que es positiva ("Buen trabajo") y las veces que es negativa ("Te dije que te sentaras".) Observe un niño, tal vez uno que se asemeje al suyo. ¿Está ocupado en algo? ¿Sabe cómo hacer la tarea? ¿Hablan los niños entre sí? Nota si los niños pueden escoger lo que quieren hacer o tienen ya todo el día planeado? Los niños necesitan hablar, compartir y aprender unos de otros. Si los niños tienen la oportunidad de escoger sus actividades, aprenderían más.

En algunos distritos si uno no está contento puede escoger otra escuela. Pero de todos modos tenemos que decirle a la maestra lo que queremos. Recuerde, nadie conoce a su niño como Ud. Comparta con la maestra lo que sabe de su niño y cuales son sus necesidades.

Háblele de que Ud. espera que su niño tenga éxito. Su participación puede hacer una gran diferencia en la educación de su niño.

Sea **valiente**. El personal de la



## SON TAN ENCANTADORES

*¡Son tan encantadores cuando duermen!*

¿Cuántas veces hemos pensado o dicho esto de nuestros hijos? En especial cuando están pasado por una etapa difícil de los dos, tres, cuatro y cinco años? Muchas veces nos sentimos abrumados por los quehaceres y la energía de nuestros hijos. Nos pasamos todo el día disciplinando o componiendo.

Esperamos ansiosamente que llegue la hora de acostarse y un poco de paz.

Esas horas de paz pueden darnos la oportunidad de conocer a nuestros hijos. Si en ocasiones nos acostamos junto a ellos, al mirarlos, al escucharlos, al arrimarnos, al acariciarlos, nos damos cuenta de cuán vulnerable son sus cuerpecitos, y de como sus personalidades nacientes tratan de enfrentarse a la compleja vida de este mundo. Estando ahí, al lado de ellos, imaginándonos cómo es su mundo, podremos comprender la manera de ser un mejor padre durante el día.

Nos preguntamos - *¿Cómo nos ven nuestros niños? ¿Acaso somos siempre muy autoritarios, serios o acaso jugamos, conversamos y compartimos con ellos? ¿A quién ven ellos, qué hacen?*

¿Qué comportamientos nos alertan sobre sus necesidades? *¿Pueden ellos escuchar y ver bien? ¿Evitan a las personas o a actividades? ¿Los nota preocupados? o ¿Son sus niños saludables, tienen éxito, son felices?*

En este momento especial "cuando los niños son encantadores"



observémoslos con claridad y tranquilidad, sin hacer demandas bulliciosas ni de

ellos ni de nosotros. Esta es la oportunidad para preguntarnos, *¿Estoy gozando a mi niño? ¿Está mi niño gozando de la vida?*

### Preparándose para ir a la escuela

1. Averigue sobre:
  - a) transportación
  - b) vestido
  - c) formularios, vacunas
  - e) materiales escolares

Evite sorpresas el primer día y trate de estar preparado.

2. Visite la escuela antes con su niño para que se familiarize.
3. Hable con su niño sobre la escuela:
  - Dígale que la profesora lo va a cuidar
  - Que hay baño
  - Que probablemente habrán bocadillos o almuerzo
  - Que va a hacerse de muchas amistades
4. Explíquele que va a ir a la escuela después del desayuno y que volverá a casa antes del almuerzo (según el caso)

TU ESCUELA de la pagina anterior

escuela se va a recordar de su visita. La maestra que conoce a los padres, tratará de enseñar a sus hijos con mayor esmero.

IDEAS PARA JUGAR

# LOTERÍA

IDEAS FOR PLAYING LOTTO

LOTTO is a matching game. Players place matching cards on a game board. Players take turns taking cards from a pile. A no-match goes back in the pile. The first person to cover the board with matching cards wins the game.

LOTTO can be used to teach COLORS, NUMBERS, SHAPES and OBJECTS. LOTTO cards and boards can be made by duplicating anything including original artwork. 2 copies of the same magazine or newspaper will provide a set of figures for the boards and the cards.

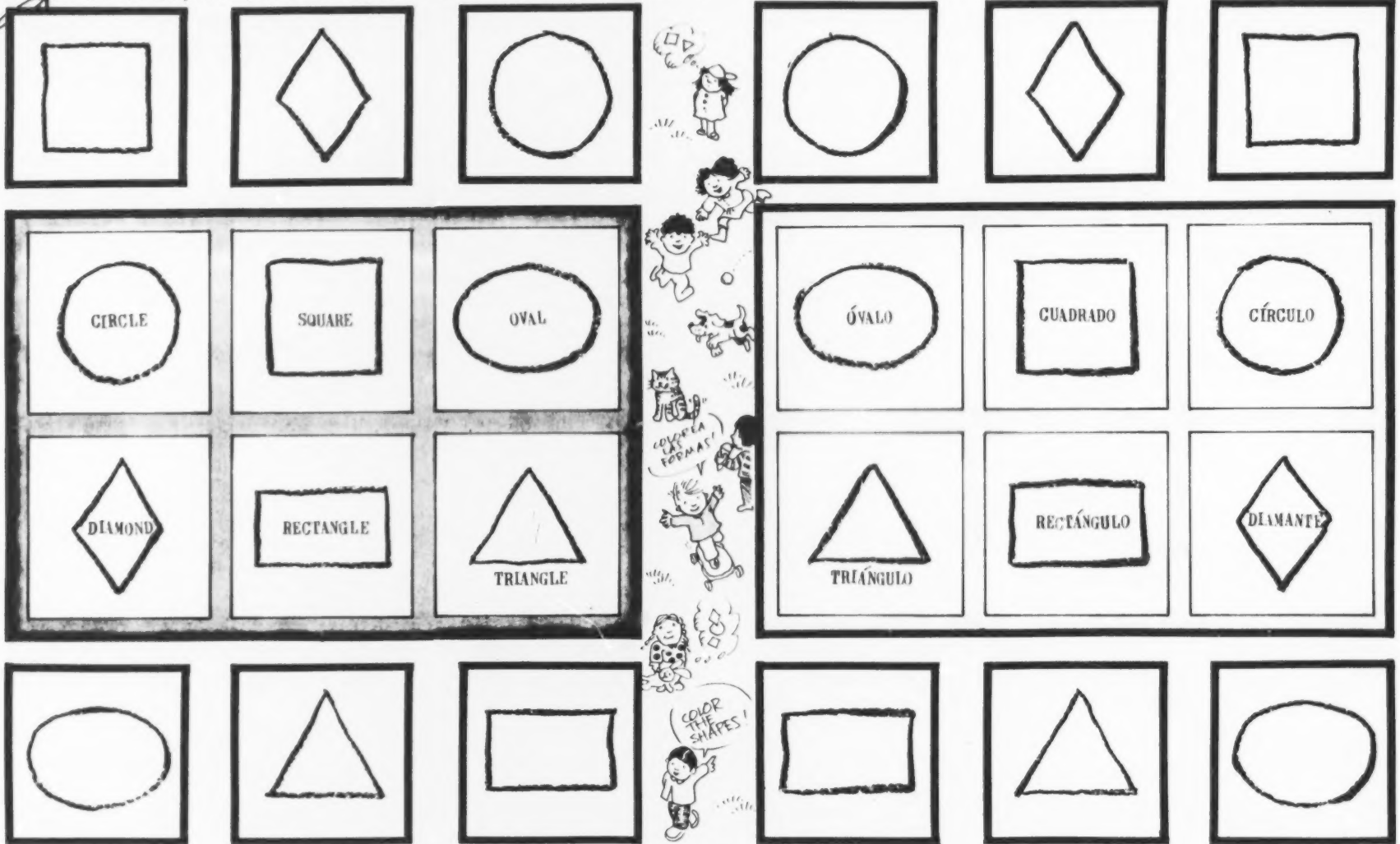
LOTERÍA es un juego en que se emparejan dos objetos iguales. Los jugadores deben emparejar el dibujo de una tarjeta con el mismo dibujo en el tablero de juego. Los jugadores esperan su turno para sacar tarjetas del montón. Si las tarjetas no tienen su pareja en el tablero se devuelven al montón. El primer jugador que cubra su tablero con tarjetas, gana. LOTERÍA puede servir para enseñarle a sus niños los COLORES, LOS NUMEROS, LAS FORMAS Y LOS OBJETOS. ES muy fácil fabricar este juego; solo necesita duplicar cualquier dibujo o puede usar dos números de la misma revista o dos periódicos del mismo día. Uno de los dibujos lo usa para el tablero y el otro para las tarjetas.

**TO PLAY:** ① STACK CARDS; GIVE EACH PLAYER A BOARD ② PLAYERS TAKE TURNS DRAWING CARDS ③ IF CARD MATCHES PICTURE, PLACE IT ON TOP ④ IF CARD DOES NOT MATCH, RETURN TO BOTTOM OF STACK ⑤ FIRST PLAYER WITH BOARD COVERED WITH CARDS, WINS.

**MODO DE JUGAR:** ① AMONTONA LAS TARIETAS Y REPARTE UN TABLERO para CADA JUGADOR ② LOS JUGADORES TOMAN UNA TARIETA CUANDO LE TOCA JUGAR ③ SI LA TARIETA ES IGUAL AL DIBUJO DEL TABLERO CÚBRELA CON LA TARIETA ④ SI LA TARIETA NO ES IGUAL DEVUÉLVELA AL MONTÓN ⑤ EL PRIMER JUGADOR QUE TERMINA DE CUBRIR SU TABLERO, GANA.

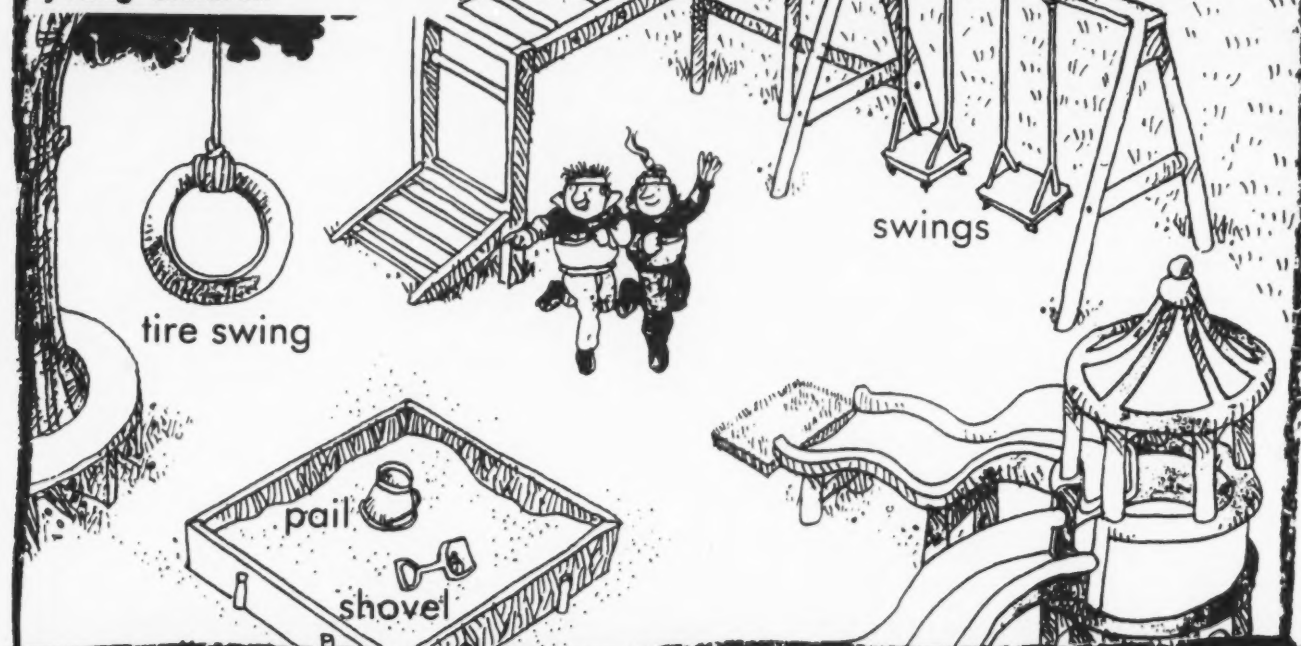
# LOTTO • LOTERÍA • LOTTO • LOTERÍA • LOTTO • GAME!!

CUT OUT CARDS AND LOTTO BOARDS FOR LA LINEA NEGRA • CORTA LOS TABLEROS Y LAS TARJETAS ALONG THE BLACK LINES...



The Playground from  
**Ladybug**, the magazine for  
young children

Campo de Juegos de la  
revista **Ladybug**



What's Happening?

BEST COPY AVAILABLE

46

¿Que Pasa?

# SMART START

## IT'S YOUR SCHOOL

Starting school is a big change for parents and children. Our children will be going places and doing things (without us!) that they have never done before. Parents should know where their children are going and who will be caring for them.

We must gather our courage and visit the schools and classrooms and assure ourselves that we are comfortable with the school environment.

### How to make a school visit

- Call for an appointment. Ask for the name of the principal and your child's teacher. If you need additional help contact your Migrant educator. Even if you do not speak English it is important for you to visit the school. Your presence will show your interest.
- If you can't call ahead, go to the school and explain that you are a parent, and want to visit the classrooms your child(ren) attend. Notice the look and the feeling of the whole school. Is the school attractive? Are office staff and teachers nice to students, and each other? If not, you may want to work with other parents on

a parent advisory council to help improve the school.

### How to observe in a classroom

When you visit stay at least half an hour. First look around. Notice how it makes you feel. Is it scary or fun? Are there different activity areas in the room? Children up to 8 years old should be allowed to move around in class. How does the teacher talk to the children? Count how many times she says something positive to children ("Good job.") and how many times she says something negative ("I told you to sit down.") Watch one child--perhaps a child that reminds you of your own. Is he/she busy? Does he/she know what to do? Are children allowed to talk to each other? Children need to be able to talk, share and learn from one another. If they are allowed to choose activities, they will learn more from them.

In some districts if you don't like a school you can choose another. But you should always let the teacher know what you want. Remember, no one knows as much about your child as you do. Share what you know



PRESCHOOL COORDINATION PROJECT - 1527 W. Lewis St., San Diego, CA 92103 - (619) 497-2116



## ***They're So Sweet***

*They're so sweet, when they're asleep!*

How often have we said or thought this about our own children? Especially when they are going through one of the wild stages of their twos, threes, fours, or fives! We sometimes feel overwhelmed by our chores and their energy and find ourselves spending all our daylight hours disciplining or picking-up. We look forward to bedtime for a moment of peace.

Those peaceful hours may provide us with one of the best chances we have to get to know our children. If, occasionally, we lie down next to our little ones, look, listen, and hug or stroke them, we can appreciate their vulnerable little bodies, and their tentative little personalities that are trying to figure out how to live in a very complex world. As we sit there at night imagining what the world is like to them, we may gain some perceptions that will help us be better parents during the day.

We wonder: *What do we seem like to our children? Are we always bossy and serious or do we play, talk and share with them. What are their days like? Who do they see, what do they do?*

There may be some behaviors that can alert us to their needs? *Do they seem to be hearing and seeing well?*

*Do they avoid people or activities? Are they worried? Or is our child healthy, successful and happy?*

This special time "when children are so sweet" lets us look at them clearly and quietly, without noisy demands from us or from them. This is a chance for us to ask ourselves, *Am I enjoying my child, and is my child enjoying life?*

...

### ***Getting Ready for School***

#### ***1. Find out about:***

- a) transportation,*
- b) dress*
- d) paperwork, vaccinations,*
- e) school supplies*

*Avoid surprises the first day.*

*Try to be prepared.*

***2. Visit the school with your child first, so that some things will be familiar.***

***3. Talk to your child about school:***

- the teacher will take care of you*
- there is a bathroom*
- there will be snack or lunch (maybe)*
- you will make lots of friends*

***4. Explain the hours in a way that he/she understands (You will go after breakfast, and return at lunch time).***

#### **SCHOOL VISITS from page 1**

about your child's needs. Express your expectations that your child will be successful. This is your chance to be an involved parent. This first step could make a difference in the lifelong education of your child.

**Be brave.** Remember, the school staff will remember you. Teachers pay more attention to the children of parents they know.

## Prenatal Care

### Healthy Babies = Good Students

The importance of prenatal health care and the disastrous effects of no prenatal care on children, make every migrant educator's promotion of good prenatal health care essential.

The United States ranks 20th in infant-mortality among industrialized nations. The rate is even higher for the migrant population. Why?

"Low birth weight, prematurity and the problems associated with both conditions are the leading causes of infant death, according to the March of Dimes Defects Foundation.

The lower a baby's weight at birth the more likely a damaged baby—of vision, hearing, and speech problems, learning disabilities and cerebral palsy.

**"Eighty percent of women at risk for delivering a low birth weight baby can be identified at their first prenatal visit, and steps can be taken to reduce the risk,"** yet more than a third of the women in the U.S. do not receive adequate prenatal care. Many cannot afford to pay a physician, and are not aware of low cost clinics or other free services. But patient ignorance is not the only problem. In some places there are no low cost services. And, not all doctors are cooperative. A recent survey indicated that 50% of OB-GYNs will not treat pregnant women who are on Medi-Cal (public aid) or are uninsured, and most do not offer bilingual services.

One resource, the Women, Infants and Children (WIC) Program provides about \$30 worth of foods every month to pregnant, postpartum and breast-feeding women and children to age 5. This federally funded program requires little paperwork to qualify; however few migrant families are aware of it.

Throughout California any pregnant woman, documented or not, is eligible for Medi-Cal, to assure the health of her baby. Other states

have similar programs providing prenatal care.

Prenatal programs are cost effective. **"It can cost as little as \$500 for prenatal care and as much as \$500,000 to rescue a damaged baby due to lack of prenatal care."**

More money has been requested for the WIC program in 1992. New legislation, the The Healthy Birth Act, was passed in 1990, but money has not yet been appropriated to implement it.

What can we do? Advocate to make prenatal care available, accessible and affordable to all. For information write the National Commission to Prevent Infant Mortality, 330 C St. SW, Room 2014, Dept. P. Washington, DC 20201. And assist pregnant women to get prenatal care as soon as they know they are pregnant. It makes everyone healthier and happier and our job easier.

—Information from Save Our Babies, Parade Magazine, June 30, 1991.



***About 25 percent of all infant deaths, plus half of the deaths due to low birthweight are preventable just with prenatal care."***

TESTING from page 1

a rich and relevant linguistic environment, integrate subject matter, accept varying rates of development in the early years, integrate children of varying backgrounds and capacities, encourage a problem solving perspective, and promote independence in learning."

In contrast, test driven programs (programs designed to produce positive test results) are commonly characterized by instruction in discrete skills, little natural conversation, use of ability groups, and little or no opportunity to engage in problem solving behaviors."

The concept of performance assessment has been proposed to replace the current testing methods. With performance assessment, actual learning situations and tasks are documented. Samples of work and observations of children in their learning environments are compiled and observations from home and other child care environments are included.--quotes from National Association of Early Childhood Specialists in State Departments of Education, Statement on Chapter 1 Services and Early Childhood Education: *Problem or Promise*, Spring 1991

## Identification & Recruitment TIPS

- Children of Migrant children can qualify as migrant, based on the work of their grandparents! Some children of migrant families are having children of their own. If they continue to live and move with their families, their children will qualify through the work of the provider (grandparent of the child, other relative).
  - Check to see if the number of preschoolers enrolled by each age group (P-3 and P-4) is equivalent to the numbers in each of the higher grades (K, 1st or 2nd). If numbers are significantly lower you are probably missing children. Indications are that there may be a higher percentage of active preschoolers than in the older student population, reflecting an increase in young families in the migrant stream that need to be identified.
- thanks to Dixie Rookwood and Frank Ludovina, Migrant Education, Region 9 San Diego, CA

FOR ADDITIONAL INFORMATION OR COPIES OF VISIONS, PLEASE WRITE OR CALL  
THE NATIONAL PRESCHOOL COORDINATION PROJECT OFFICE AT (619) 497-2116



NATIONAL PRESCHOOL COORDINATION PROJECT  
1527 West Lewis Street  
San Diego, CA 92103

BULK RATE  
U.S. POSTAGE  
SAN DIEGO, CA  
PERMIT NO. 2634

ADMINISTERED BY: OFFICE OF MIGRANT EDUCATION, CALIFORNIA DEPARTMENT OF EDUCATION, 721 CAPITOL MALL, SACRAMENTO CA 95814, THOMAS LUGO, DIRECTOR  
IN COOPERATION WITH: SAN DIEGO COUNTY OFFICE OF EDUCATION, 6401 LINDA VISTA ROAD, SAN DIEGO, CA 92111, MIGRANT EDUCATION, REGION IX, SONIA DUFFOO, DIRECTOR



# VISIONS

THE NEWSLETTER OF THE PRESCHOOL COORDINATION PROJECT VOLUME I • ISSUE 5

## Preschool Program Outcomes

*The following are minimum desired outcomes for an effective program for migrant preschoolers whether home based or site based.*

- Parents value their skills, traditions and language, and share them with their child.
- Parents feel that their child is capable of learning and is successful at things s/he attempts.
- Parents are aware that the home language or dialect in which they are most comfortable is the one in which they should communicate with their children.
- Parents have received support and assistance as requested and have received training in active parenting.
- Children have had modeling and lots of opportunities to use language.
- Children have had an opportunity to socialize with other children, both peers and of other ages. They can (at times) share, negotiate, cooperate and play games.
- Children have had an opportunity to attempt and master a variety of large motor activities: i.e., crawling, balancing, rolling, jumping, running,

climbing, swimming.

- Children have had the opportunity to use toys, objects, and tools for manipulation.
- Children have been exposed to concepts such as opposites, comparatives, quantity, colors, shapes, and spatial relationships through actions and manipulatives.
- Children have been exposed to books, writing and story telling. They have been read to often, have seen adults reading and writing, have helped label things, have observed signs.
- Children have experienced singing, dancing and art activities and been exposed to adult music, dance, performing, and visual arts.
- Children feel happy and confident and value their language, culture, race, family and personal skills and abilities.

*A preschool program that is able to achieve the above will be preparing children and their parents for a successful school career.*

...developed at the request of Alabama State Director Larry Minor, by National Preschool Coordination Project, Susan C. Morse, Oct. 1991

## Importance of Play



*Play:  
to amuse  
oneself:*

*to participate: to be active*

Play, an activity which allows children to choose freely among many options is one of the most developmentally appropriate ways to learn.

It is often difficult for educators to defend play as a legitimate learning activity because it is not planned or directed in the manner of most curriculum and because it is fun.

Play teaches many skills. *Piaget and Vygotsky identify play as central to the development of a child's ability to use symbols. This ability to transform objects or situations through the use of imagination into meanings that are different from the original object or situation forms the foundation for*

*--Continued on page 3*

***In this Issue:  
Potentially Bilingual  
Being Needed  
Seen and Heard***

## Dear Educators:

The National Preschool Coordination Project survey of the status of early childhood services has been completed and analyzed. One of the concerns identified in the survey was the issue of staff development. The State Migrant Education programs overwhelmingly expressed a need for more training in the area of early childhood education.

We, too, believe training of staff to be critical to the effectiveness of any program. Education spends anywhere from 50% to 90% of its budget on staff salaries and benefits and uses under 2% of its budget to train that staff. We pay millions of dollars to have inadequately trained people report to work.

There are many effective ways to train staff and implement change. The "one shot" training model is the least effective. Ten percent of participants at a presentation will do something differently as a result of the training. Staff development approaches such as coaching, teaming, facilitating change from within, classes for credit, career ladders and other ongoing long-term methods are generally more effective.

We encourage Migrant programs to develop and carry out annual staff development plans. The NPCP staff will be glad to discuss training model plans and priorities for staff that provide services to migrant preschoolers.

Sincerely,

*Susan C Morse*

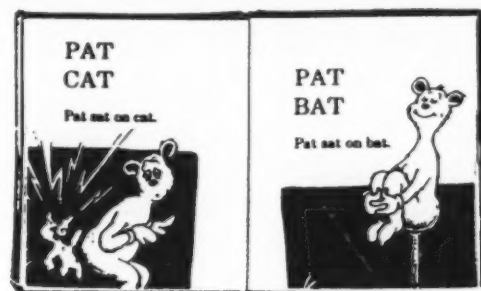
For further information or additional copies, please write or call:

**Preschool Coordination Project**  
Susan Morse, Project Director  
1527 West Lewis Street  
San Diego CA 92103  
(619) 497-2116

A Migrant Education Interstate Coordination Project. Funded by the U.S. Department of Education, Migrant Education. Administered by the California State Department of Education, in cooperation with San Diego County Office of Education, 6401 Linda Vista Rd., San Diego CA 92111

Susan Morse, Writer Editor  
Patricia Burke, Staff  
Ann Miya, Graphic Artist

The NPCP is funded to promote interstate coordination and cooperation in the provision of services to migrant children.



## Dr. Seuss

*One Fish, Two Fish; Red Fish, Blue Fish* is the title of one of the many books for children by Dr. Seuss, the imaginative and humorous author who died this September. Theodor Geisel, (his real name), wrote and illustrated hundreds of books that have helped lure children to reading.

Dr. Seuss' books promote playfulness with ideas and with language. They help children overcome fear of the printed word by incorporating rhyme, rhythm, nonsense and good sense. The books often convey important moral lessons (*The Grinch Who Stole Christmas* about commercialism, *The Lorax* about conservation, and *The Butter Battle Book* about the nuclear arms race).

Dr. Seuss' books introduce, color, numbers, relationships among people (mother, father, sister, brother) and things (in, out, on, under), plus lots of wonderful (real and invented) vocabulary. ...Books like *Hop on Pop* and *One Fish, Two Fish* make great first readers, or just good listening; offering high interest, great illustrations, lots of rhyme, short words and fun! Thanks, Dr. Seuss, we'll miss you.

Above referenced books are published by Beginners Books a division of Random House, Inc., 201 East 50th St, New York, NY 10022.

# SMART START



- from Richard Scarry's Best Rainy Day Book Ever. Published by Random House, 201 East 50th St, New York NY 10022. The books of Richard Scarry are filled with detailed drawings which encourage lots of conversation.

## CHILDREN SHOULD BE SEEN AND HEARD!

The adage: *Children should be seen, but not heard*, has its place. Children should not interrupt adults or one another, and they should learn that at times to play or entertain themselves quietly.

However, teachers of language development agree that young children need lots of opportunity to talk and be heard. Any mother of a preschooler has found herself chanting "uh-huh, uh-huh, uh-huh," in an unconscious monotone, to a nearby child who is happily going into excruciating detail about a friend or a fantasy. This child needs to know that someone is listening.

Storytelling, whether truth or fic-

tion, is a wonderful way for children to practice language. An occasional response or question from us is often enough encouragement to keep the talk going. Children need the opportunity to try out their ideas, to describe their experiences, and especially to fantasize.

We need not worry about whether the stories are truth or fiction. Often if you wait patiently, the child will add, "That part about the pony was just made up, but the part about hurting my knee really did happen."

Give the children vocabulary to describe what they are saying. Use words like: *imagination, dreams, stories, funny, scary, made up, last week, a long time ago, and once upon a time*. Accept everything they have to say. Don't correct their grammar, but use the words correctly and naturally when you can.

"And then I wonned the game, and I wonned it again and again..."

"You won the race three times!  
Wow, that's great!"

Ask questions that show that you are interested, but not "test questions."

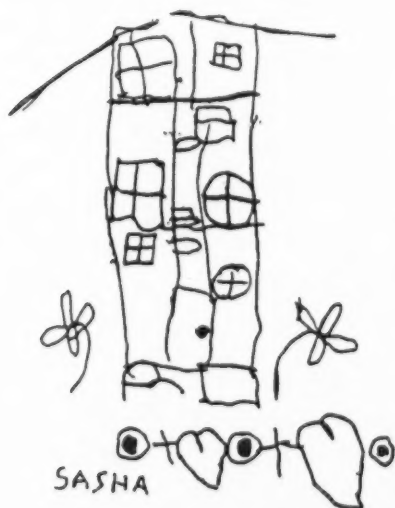
Be a good listener and you will hear some wonderful stories. You might like to share some of your own.

## Being Needed

One of the finest qualities of many migrant families is that everyone in the family helps. Small children help amuse and care for the smaller ones, and older children help with cooking, cleaning and other household chores. The family works together for the benefit of the whole. Recently, psychologists and educators have identified "being needed" as a quality that is critical to the development of capable caring adults.

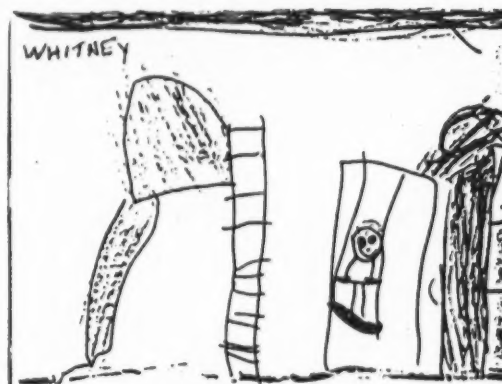
Small jobs help make children feel part of the family enhancing their feelings of self-worth as well as their skills. Helping elsewhere can give a child a sense of being needed and belonging to the family, the school, or the community.

We adults can encourage helping without portraying work as a difficult and unpleasant thing. Our own hard



work will be a satisfying expression of their role in their own family and the family of man.

lives may have given us that view, but our hope for the future is that our children can prepare themselves for and find work that is challenging, fun and productive. We hope that their



## Is Play OK?

Children never seem to tire of play. In one afternoon, they can move from outdoor play to building blocks indoors, to playing school, back outside to play chase, and become monsters who if not patrolled enter the bedroom, where the monsters become ghosts made of sheets and covers. Next may play house, until interrupted by a bug, cat, toy or other distraction stimulating a new game.

We parents get tired just watching this activity. It helps us to know that children are learning and developing when they play. Children are using their bodies to develop muscles and balance, they are using their language to describe, discuss and solve problems. They are using their minds to imagine, create, plan and make associations among things.

This kind of thinking creates flexibility and intelligence. Children with these skills generally get along better with other children because they can imagine alternatives for solving problems and suggest new activities.

These same skills are important to adults since most adults keep their jobs because of people skills rather than work skills. So let them play!

# JUEGOS Y ACTIVIDADES

GAMES and PHYSICAL activities are important for recreation, but they also help children develop skills that will assist them in the classroom. Muscle development, balance and coordination are important to the development of skills like reading and writing. Encourage games activities and exercise!

LOS JUEGOS Y LOS EJERCICIOS son importantes diversiones, pero también asisten a que los niños desarrollen habilidades que los ayudarán en la sala de clases. El desarrollo muscular, el equilibrio, y la coordinación son importantes pues aumentan habilidades como el leer y escribir. Anime a sus niños a que jueguen y se ejerciten.



# GAMES and ACTIVITIES

try crawling like a baby  
gateo como bebé...



lumber like a bear  
gateo como oso...



walk like an elephant  
camina como elefante...



like a turtle  
como tortuga...



One, run  
Two, kangaroo  
Three, monkey  
in a tree  
Four, crabs on the floor



Five, bees flying to their hive!



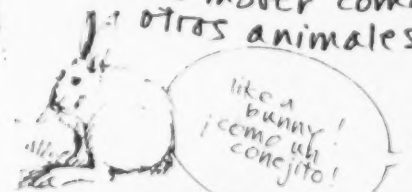
the Inch worm walk  
gateo como gusano



jump like a frog  
brinca como rana...



try moving like  
other animals  
trata de mover como  
otros animales...



like a bunny  
como un conejito!

like a tiger  
como un tigre...



what other animals  
can you think of?

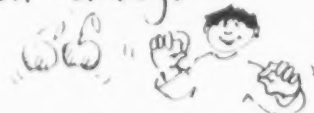


# ARBOL de MANZANA

Muy arriba en el árbol  
de manzana...



Dos manzanas chicanas  
se sonrieron conmigo...



Sacudí ese árbol  
tan fuerte como pude...



Abajo se vinieron  
las manzanas...



¡Mmm  
estaban  
buenas!



(saborearse los labios y  
soté su estómago...)

Draw a line  
from each  
animal to  
a food it  
might eat.

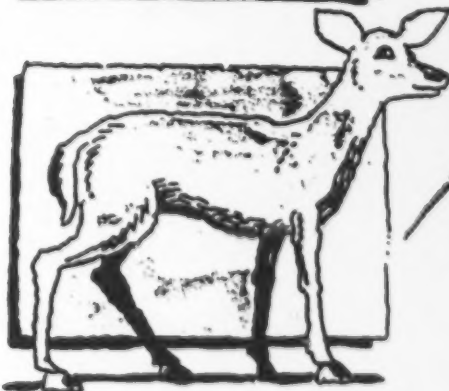
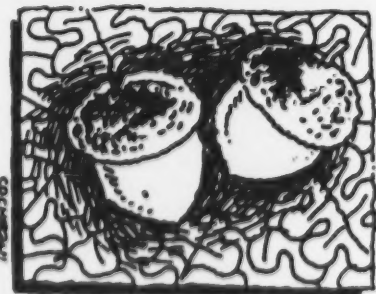
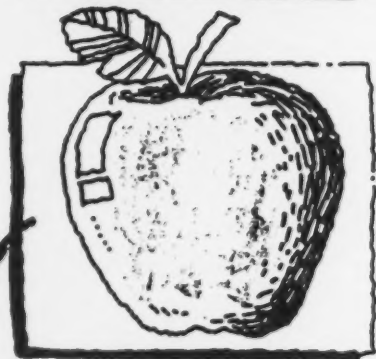
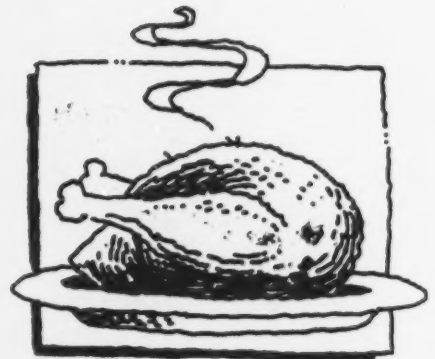


Illustration by Bruce Cochran



Trace una  
línea del  
animal a  
lo que  
comería

de la revista Your Big Backyard Noviembre. Publicado por  
la National Wildlife Federation.  
from Your Big Backyard, November. Published by the  
National Wildlife Federation.

**BEST COPY AVAILABLE**

# ¡LISTOS!

## LOS NIÑOS DEBEN SER VISTOS Y ESCUCHADOS

El dicho *Los niños deben ser vistos, pero no escuchados*, tiene su lugar porque los niños deben aprender a no interrumpir. Ellos también deben aprender que hay momentos en que deben jugar calladamente y entretenerse ellos mismos sin hacer ruido.

Sin embargo, maestros que enseñan el desarrollo del lenguaje están de acuerdo en que los niños necesitan oportunidades para hablar y de ser escuchados. Cualquier madre se ha encontrado repitiendo monótonamente "sí, sí, sí," al detallado cuento de su hijo. El niño necesita saber que lo están escuchando.

El contar historias verdaderas o de fantasía para el niño es una necesidad que le sirve para practicar el lenguaje. Una respuesta ocasional del padre o la madre puede ser suficiente para animarlo a que continúe conversando. Los niños necesitan la oportunidad de probar sus ideas, de describir vivencias y en especial para usar el lenguaje de manera imaginativa.

Los padres no deben preocuparse de que el niño está contando historias inventadas. Si Ud. espera pacientemente, el mismo niño le va a contar: "La parte del caballito yo la inventé, pero la parte cuando me dañe la rodilla de veras pasó."



*Ilustración del libro por Richard Scarry, Best Rainy Day Book Ever. Publicado por Random House, 201 East 50th St., New York, NY 10022. Sus libros contienen dibujos detallados que estimulan la conversación.*

Provea al niño el vocabulario para describir lo que cuenta: Use las palabras *imaginación, sueños, divertido, miedoso, inventado, la semana pasada, hace mucho tiempo, y había una vez*. Para muchos niños todo sucedió hoy día o ayer.

Acepte lo que le cuenta. No corrija la gramática de su hijo, pero trate Ud. de usar las palabras correctamente.

"Niño: "Y entonces yo ganó el juego, y ganó y ganó y ganó otra vez..."

"Ud.: ¡Sí, yo gané una vez! ¿Es muy divertido, verdad?"

Hágale preguntas que demuestran interés, pero no los interrogue como detective. Sus oídos van a escuchar hermosas historias y también Ud. podría contarle las suyas.

Ilustración del libro *Hop on Pop* del Dr. Seuss, publicado por Beginner Books de Random House, New York, NY.

## Déjelos jugar!



A los niños les encanta jugar y nunca se cansan de hacerlo. En una tarde los niños después de jugar en el patio pueden entrar a la casa a edificar con bloques. Luego juegan a la "escuela", de vuelta se van afuera a jugar al pillarse. Después se convierten en monstruos y si nadie les hace una ronda vuelven a la casa y los monstruos se convierten en fantasmas cubiertos con sabanas y mantas del dormitorio. Por si esto fuera poco se ponen a jugar al "hogar" hasta que los interrumpe un insecto, o un gato, o un juguete o cualquier otra distracción.

Nosotros, los padres, nos cansamos solo de mirarlos, pero al mismo tiempo nos tranquilizamos al saber que los niños a través del juego están aprendiendo y desarrollándose. Ellos están desarrollando músculos y el equilibrio, están usando lenguaje para describir, conversar y solucionar problemas. Están usando sus mentes para imaginar, crear, planear y hacer asociaciones entre diferentes cosas. ...Esta forma de pensar crea flexibilidad e inteligencia. Los niños que tienen estas habilidades generalmente se llevan mejor con otros niños. Tienen la imaginación de encontrar alternativas para solucionar problemas y sugerir nuevas actividades.

Estas mismas habilidades son muy importantes cuando sean adultos. Ya que la mayoría de los adultos conserva su trabajo porque sabe llevarse con los demás más que por sus destrezas en el trabajo. Por esto, **déjelos jugar!**

## El sentirse indispensable

Una de las mejores cualidades que tiene una familia migratoria es la de ayudarse entre sí. Los niños pequeños ayudan a cuidar y entretener a los todavía más pequeños. Los niños mayores ayudan a cocinar, a limpiar y otros quehaceres. La familia se ayuda a sí misma.

Algunos psicólogos y educadores han recientemente identificado el "sentirse indispensable" como una cualidad que es crítica para que el niño se desarrolle como un adulto capaz y que se interesa por los demás. Los niños se sienten parte de la familia y sus sentimientos de auto-estima tanto como sus habilidades aumentan cuando se les dan pequeños trabajos. El ayudar a los demás le va a hacer sentirse indispensable a la familia, a la escuela o a la comunidad.

Nosotros podríamos estimularle a que ayude sin representarlo como trabajo sino que como un compartir con los demás. Nuestra vida quizás ha sido difícil, pero nuestra esperanza para el futuro es que nuestros niños puedan prepararse para una vida que sea un desafío, divertida y productiva.

Nosotros esperamos que la vida de nuestro niño sea la manifestación satisfactoria de su ser, dentro de la familia y para la familia del hombre.



## PLAY Continued from page 1

*intellectual development and communication.*

Dramatic play opens doors of enchantment and imagination to children. It allows them to try out roles and behaviors. *Children who engage in much make-believe are likely to be happier and more flexible when they encounter new situations.* This play promotes adaptable, flexible and creative thinking.

*Play may contribute to (divergent thinking) by allowing children to play through their ideas, much the way adults talk through alternatives to problems they face and imagine consequences from varying perspectives.*

Physical play allows children to practice the skills necessary to the development of reading and writing. Organized games and sports as well as unstructured outdoor movement and indoor rough and tumble activities provide balance, muscle and skill development, eye coordination as well as socialization. *Rough and tumble play is a positive socializing experience...often misinterpreted by teachers as violent play. Rough and tumble differs sharply from overt aggression. Children laugh and are able to separate from one another after the play...The roles of victim and aggressor are negotiable, providing practice in changing perspectives.*

Solo play gives children opportunities to pursue interests and focus on detail without the distraction of others. Children may play as "patternists", interested in properties and arrangement of objects, or "dramatists", involved in interpersonal relations and narratives of events during solo play.

### How can we encourage play?

**Time:** Children need adequate time to move from exploration of objects, to play with them, to elaborating and refining the products of their imagination.

**Place:** Children need indoor and outdoor play. There may be cultural preferences for indoor or outdoor play, as well as for play away from or in the presence of an adult. A variety of play environments should be provided.

NO  
PAT  
NO

Don't sit on that.



**Materials:** Developmental differences in children require both "realistic" and nonrepresentational toys and props. Objects for manipulating, sorting and classifying are needed. Since too many choices may be distracting, a balance of the new and the familiar is ideal.

**Teacher Role:** Encourage fantasy, imaginary friends, and story telling. Stay out of disputes. Giving the child the opportunity to resolve them promotes getting along with others. Try not to suggest ways to use materials. Allow for explorations and creativity. Use play as a diagnostic tool, to observe individual needs and assess growth.

Play allows children to integrate experiences, practice skills, and project for future situations. Play allows for expansive thinking, a key to the development of intelligence, as well as many social skills. Imagination can allow children to learn without experiencing everything (important to their safety).

Play promotes empathy, essential in a multicultural world. Role play and fantasy provide the opportunity to empathize with others. No child will be able to experience all the cultures, lifestyles, and values they will encounter in their lives, in the future. Our children will be asked to accept and understand many diverse groups. The practice provided by play may offer the difference between fearful monocultural adults and empathic multicultural world citizens. --- from *Young Children*, "Symbolic Play in Preschool and Primary Settings," by P. Moningham Nourout and J. L. Van Hoon.

September, 1991.  
Illustration from *Hop on Pop* by Dr. Seuss, published by Beginner Books a division of Random House, New York, NY.

## Potentially Bilingual

**Is it time to eliminate Limited English Speaking Students from our schools once and for all? - No, the students should be welcomed, but the term, limited should be eliminated!**

Every child that is labeled *Limited* speaks a foreign language, a considerable accomplishment above and beyond that attained by most English only students. The term *Limited English Speaking* describes a deficiency rather than an asset. A more appropriate descriptor for children learning two languages is **Potentially Bilingual**. This emphasizes the positive prospect of becoming bilingual and acknowledges the considerable potential and resources these children offer to the culture, the country, and the world.

As the evidence mounts that expectations are as powerful as curriculum in determining educational success, we educators must examine the subtle things we do that undervalue children. By inflicting the term *limited*

upon children, we are conveying lowered expectations which result in failure.

Of course, all children are potentially bilingual. And if we place a higher value on bilingualism, perhaps we can help more Potentially Bilinguals (PBs) as well as English Onlys (EOs) to become speakers of two (or more) languages.

New psychology as reflected in numerous personal development training programs dictates: *Say it, if you want to make it happen, or we must have dreams, if we wish to achieve them.*

It's time that Migrant Educators take the lead in changing labels that negatively affect people. Let's start by making a positive statement about children's language capabilities. A positive label may help make it happen. Our Potentially Bilingual students should and can be honored and respected as distinguished members of that club called school.



NATIONAL PRESCHOOL COORDINATION PROJECT  
1527 West Lewis Street  
San Diego, CA 92103

BULK RATE  
U.S. POSTAGE  
SAN DIEGO, CA  
PERMIT NO. 2634

ADMINISTERED BY: OFFICE OF MIGRANT EDUCATION, STATE DEPARTMENT OF EDUCATION, 721 CAPITOL MALL, SACRAMENTO CA 95814,  
THOMAS LUGO, DIRECTOR  
IN COOPERATION WITH: SAN DIEGO COUNTY OFFICE OF EDUCATION, 6401 LINDA VISTA ROAD, SAN DIEGO, CA 92111, MIGRANT EDUCATION,  
REGION IX, SONIA DUFFOO, DIRECTOR

FOR ADDITIONAL INFORMATION OR COPIES OF VISIONS, PLEASE WRITE OR CALL  
THE NATIONAL PRESCHOOL COORDINATION PROJECT OFFICE AT (619) 497-2116